

Missouri Schools for the Severely Disabled (MSSD) Educational Assessment/Study

Missouri Department of Elementary and Secondary Education

September 2024



PUBLIC
CONSULTING GROUP

Missouri Department of Elementary and Secondary Education
Educational Assessment/Study of the Missouri Schools for the Severely Disabled (MSSD)
September 2024

Acknowledgement

The PCG team thanks the many individuals who contributed to the educational and operational assessment of the Missouri Schools for the Severely Disabled (MSSD), facilitated by the Missouri Department of Elementary and Secondary Education (DESE). Their efforts were critical to our ability to obtain a broad and detailed understanding of the system so that we could present the best proposals for improving special education and related services for MSSD's students.

This review would not have been possible without the support of the former Missouri State Commissioner of Education, Dr. Margie Vandeven, the Assistant Commissioner of Special Education, Dr. Mark Wheatley, the former Interim Superintendent of MSSD, Dr. Tammy Lupardus, and the Missouri State Board of Education. Additionally, the contributions of the following project team members were notable: Ms. Meghan Luecke, Legal Counsel, Office of Special Education; Mr. Christopher Daily, Superintendent, Missouri School for the Deaf; Ms. LeAnn Craighead, Coordinator, Financial and Administrative Services; and Mr. David Percival, School Business Director. The project team organized all components of the data collection efforts, provided all the documents and data we needed to do our work, and organized all of the logistics for our onsite data collection activities. PCG also thanks the many MSSD staff members with whom we met. Their commitment to the work they do was evident through their comments and earnest feedback. They work passionately to support children with significant disabilities and ensure the State serves these students in the best possible manner. The parents of students with disabilities and local school district special education directors who provided information in a meaningful manner also deserve recognition. We were impressed by each participant's thoughtfulness and commitment to improving the opportunities provided to students with disabilities in MSSD.

Public Consulting Group LLC

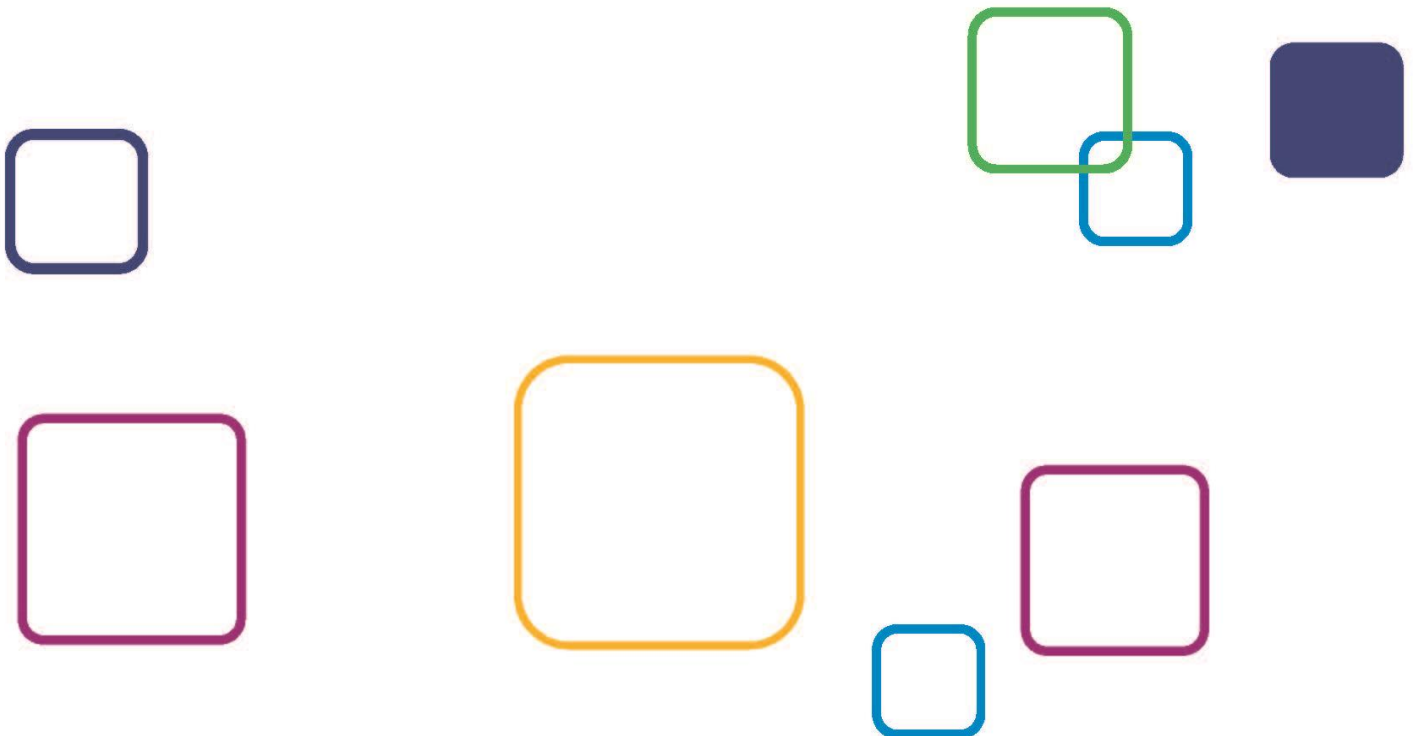
TABLE OF CONTENTS

I. Introduction and Methodology	5
<i>Purpose of the Study.....</i>	<i>6</i>
<i>Methodology.....</i>	<i>7</i>
Data and Document Review	7
Focus Groups.....	8
Staff, Parent, and LEA Surveys	8
School Visits.....	9
PCG Foundational Approach	10
<i>Special Education Effectiveness Domains.....</i>	<i>11</i>
<i>Terminology</i>	<i>11</i>
II. Reimagining MSSD	13
<i>Overview</i>	<i>14</i>
<i>Clear Mission and Vision.....</i>	<i>16</i>
<i>Culture of High Expectations</i>	<i>16</i>
<i>Define an Instructional Framework</i>	<i>16</i>
<i>Specialized Professional Learning Plan.....</i>	<i>16</i>
<i>Optimized Operations and Facilities</i>	<i>16</i>
<i>Improved Communication and Stakeholder Engagement</i>	<i>17</i>
<i>Summary and Implications.....</i>	<i>17</i>
III. Teaching and Learning.....	18
<i>Overview</i>	<i>19</i>
<i>MSSD Leadership and Organizational Structure</i>	<i>19</i>
State Governance Structure.....	19
MSSD Central Office.....	21
Area Offices	31
Schools.....	32
Local Education Agency (LEA) and MSSD Collaboration	33
<i>Student Placement and Eligibility.....</i>	<i>35</i>
<i>Instructional Practices and Access to the Curriculum.....</i>	<i>39</i>
<i>Overview</i>	<i>39</i>
High Expectations and Presumed Competence	40
Literacy Instruction	43
Functional Academics	45
Curricular Resources	45
<i>Individualized Supports</i>	<i>47</i>
Collaborative Teaming, Co-Treating, and Co-Serving.....	47
Assistive Technology and Augmentative and Alternative Communication	49
Related Services	50
Behavior – Functional Behavior Assessments and Behavior Intervention Plans	52

Post-Secondary Transition.....	53
<i>Development of Individualized Education Programs (IEPs)</i>	55
Golden Thread Framework	55
Narrative Summary	57
Evaluations.....	58
Present Levels of Academic Achievement and Functional Performance (PLAAFP)	59
Measurable Annual Goals	60
Accommodations, Modifications, and Special Considerations	61
Services and Placement	62
Progress Reports	62
<i>Summary and Implications</i>	63
IV. Family and Community Engagement	65
Overview	66
Communication and Collaboration	67
Resource Center and Training.....	70
Access.....	71
<i>Summary and Implications</i>	71
V. Human Capital, Finance, and Transportation	73
<i>Human Capital</i>	74
Recruitment and Retention	74
Contracted Staff	77
Caseloads and Student to Teacher Ratios by Regulation	78
Worker's Compensation Claims.....	79
Compensation Analysis.....	80
<i>Finance Appropriations and Expenditures</i>	82
<i>Transportation</i>	88
<i>Summary and Implications</i>	90
VI. Facilities	91
Overview	92
<i>Methodology</i>	92
Owned Versus Leased Schools	95
<i>School Condition</i>	95
Facility Condition Indices	95
Prioritizing Capital Needs.....	96
Capital Needs by School.....	99
<i>Capacity and Utilization</i>	103
Enrollment: Historical/Forecasted	103
Capacity	108
Utilization.....	112
<i>Educational Adequacy</i>	115
Types of Spaces	116

Aspects of Spaces	118
Scores by School	121
<i>Facilities Maintenance</i>	128
Office of Administration – Facilities Management, Design, and Construction	128
Assessment Criteria	131
Scores by School	133
<i>Safety & Security</i>	135
Assessment Criteria	136
Scores by School	137
<i>Summary and Implications</i>	142
VII. Peer State Research	144
Overview	145
<i>High-Cost Funds</i>	146
Oklahoma	146
Louisiana	147
<i>Cooperative Models</i>	148
Michigan	148
Maine: Southern Penobscot Regional Program for Children with Exceptionalities (SPRPCE)	150
Colorado BOCES	152
South Carolina	153
<i>Technical Assistance and State Support</i>	153
Arkansas	153
Tennessee.....	154
<i>Considerations</i>	155
VIII. Summary and Recommendations.....	157
Overview	158
<i>Clear Mission and Vision</i>	158
<i>Culture of High Expectations</i>	160
<i>Defined Instructional Framework</i>	160
<i>Specialized Professional Learning Plan</i>	162
<i>Optimized Operations and Facilities</i>	163
<i>Consistent Communication and Stakeholder Engagement</i>	166
<i>Long-Range Planning Advisory Committee</i>	168

I. INTRODUCTION AND METHODOLOGY



Purpose of the Study

In November 2023, the Missouri Department of Elementary and Secondary Education engaged with Public Consulting Group LLC (PCG) and Capital Asset Engineering (Capital AE) to independently review its special education services, operations, and facilities with the Missouri Schools for the Severely Disabled (MSSD). This is the second part of a two-phase project. During the first phase, PCG/Capital AE conducted a comprehensive analysis of schools that focused solely on operations and facilities and presented to the Missouri State Board of Education in December 2023. The approach, methodology, and work plan for this second phase of the study was created based on feedback from the State Board of Education who sought to understand the best path forward for MSSD and how students with extensive support needs (ESN) could be effectively served and achieve the greatest educational outcomes.

How schools effectively educate students with significant cognitive and physical disabilities has evolved greatly since 1957, when the State of Missouri first established the Missouri Schools for the Severely Disabled (MSSD). Students with these disabilities are those who require intensive and individualized instruction and substantial support to access the curriculum. They are most often classified for special education services under autism, intellectual disability, multiple disabilities, and deaf blindness. At the time, the Education for All Handicapped Act, followed by the Individuals with Disabilities Education Act (IDEA), had not been conceptualized nor authorized. The notion that these students could be educated in an inclusive environment alongside neurotypical peers could not yet be imagined.

Today, the MSSD sites, operated by the State's Department of Elementary and Secondary Education (DESE), still serve an important role in educating students with significant cognitive and physical disabilities, ensuring they learn functional academic skills in a safe environment to be integrated into their home, community, activities, and work. They serve students between the ages of 5 – 21 whose Individualized Education Program (IEP) teams have determined cannot be effectively supported within their Local Education Agency (LEA). MSSD is supported primarily by funds appropriated by the Missouri State Legislature.¹ These schools are, however, facing increasing challenges in their operations due to a variety of factors, ranging from staffing to training to technology use and aging facilities.

The goal of this second phase was to guide how best to serve students in a more consistent, prudent, and effective manner while understanding the intersection of current instructional practices, the educational adequacy of all MSSD buildings, and enrollment, finances, and staffing to determine the strongest, most viable path forward for DESE and the MSSD sites. PCG came to this work bringing a passion for setting high expectations for, and presuming the competency of, students with ESN. We welcomed the opportunity to partner with the State on this important initiative and brought our programmatic expertise, best practices in mixed-methods research, and expert facilities guidance to provide recommendations on developing high-quality practices for students with significant disabilities in Missouri.

This study examined the following guiding questions:

- 1. To what extent are the following supports and services effective and consistently applied across MSSD sites?**
 - a. Provision of medical and healthcare services, specialized supports, related services, and therapies
 - b. Appropriate placement of students at MSSD
 - c. Development of post-graduate plans and focus on secondary transition activities
 - d. Access to appropriate curriculum
 - e. Connections to community resources
 - f. Suitable staffing ratios, appropriate credentialing, and professional development

¹ [Missouri Schools for the Severely Disabled | Missouri Department of Elementary and Secondary Education \(mo.gov\)](https://mo.gov)

- g. Alignment of Program-wide Comprehensive School Improvement Program (CSIP) and Building Improvement Programs
2. ***How do DESE/MSSD sites address the following areas? What systems and structures are in place to ensure fidelity of process and implementation?***
 - a. Assessing student eligibility for MSSD placement
 - b. Determining appropriate placement within the Least Restrictive Environment (LRE)
 - c. Developing IEP goals and benchmarks (Educational Benefit)
 - d. Defining and supporting instructional services
 - e. Selecting and implementing curriculum aligned to alternate standards
 - f. Conducting Functional Behavior Assessments (FBAs) and creating and implementing Behavior Intervention Plans (BIPs)
 - g. Monitoring progress towards IEP goals and objectives
 - h. Using Missouri Assessment Program Alternate Assessment (MAP-A) results to inform instruction
 - i. Employing assistive technology and augmentative and alternative communication (AAC) and therapeutic equipment
 - j. Supporting instructional services
 3. ***What is the research on current trends in LRE and how can this be applied to the MSSD model? How do peer states educate students with significant cognitive or physical disabilities?***
 4. ***What are the educational and operational benefits and implications for the consolidation of 34 schools to: 30 schools, 25 schools, 20 schools, or regional consolidation?***

Methodology

PCG and Capital AE conducted this mixed-methods study by collecting and analyzing data from various sources to help understand the processes and structures under the purview of MSSD. The findings and recommendations related to programs, policies, and practices resulted from a comprehensive review of several data sources. Sources included 1) Data and Document Analysis, including an Independent IEP Review; 2) Organizational Focus Groups/Interviews; 3) Staff, Parent, and LEA Surveys; 4) Classroom Observations; and 5) Facilities Site Visits. The method and sources of data were triangulated to increase the validity of the conclusions regarding program implementation, identification of gaps in services and programming, and recommendations for the continued improvement of MSSD's special education programs and services.

Details of each data source are included below.

Data and Document Review

PCG analyzed over 100 documents for information related to district and school structures, programs, policies, and practices. The documents were coded for themes that aligned with the focus group and interview findings. Documents reviewed were in the following general categories:

- Organizational structure, staffing, and resource allocation
- Description of academic programs, services, interventions, and activities
- District procedures and guides
- Compliance and due process complaints
- Organizational structure, staffing, and resource allocation
- Job descriptions

- Instructional and professional development resources
- School handbooks
- Floor plans (for all 34 sites)
- Transportation data
- Fiscal information and budget documents

Independent IEP File Review

PCG conducted an independent IEP student file review. The protocol used for this review was based on PCG's Golden Thread protocol which connects the student's disability with present levels, learner characteristics, goals, progress, inclusion needs, and selected accommodations for instruction and assessment. In total, twenty-five student files were reviewed following this protocol. Specific areas reviewed include present levels, goals, services and placement, and student progress. Additional information about the structure of the Golden Thread protocol can be found later in the report.

Focus Groups

In February and March 2024, PCG conducted focus groups and interviews with various stakeholders. Narrative data from these focus groups and interviews were analyzed using qualitative data analysis methods and were coded for themes. Within this report, no interview or focus group participants are personally referenced, although position titles are included in some cases when necessary for contextual reasons.

To gain an understanding of how special education programs operate within the district, organizational focus groups and interviews were designed to include a range of stakeholders. These focus groups included a variety of central office staff, school-based staff, and family participants. PCG worked closely with MSSD to determine the best outreach and communication methods for focus groups and interview participation.

Focus groups consisted of between two and twelve participants, while interviews ranged from one to three participants. As part of this review, supervisors did not participate in the same focus groups or interview sessions with those staff members they supervised to allow all staff to speak candidly and honestly. PCG provided a sample schedule and list of positions to participate in these groups to the MSSD leadership team to ensure all stakeholders were included. In total, PCG held focus groups and interviews with over 125 stakeholders.

Staff, Parent, and LEA Surveys

An online survey process was implemented to collect data on stakeholder perceptions of the quality and effectiveness of MSSD's special education services. PCG collaborated with MSSD to vet survey items and disseminate three surveys: one to all MSSD staff, one to LEAs across Missouri, and one to parents of students enrolled in MSSD.

Survey Items

Survey items were drawn from the research and practice literature in special education and clustered to acquire data from each stakeholder group regarding the extent to which these groups perceived that policies and practices shown in the literature support effective programming, parent involvement, and positive results for students with disabilities in MSSD.

MSSD leadership reviewed the survey items to verify their relevance and to add items where appropriate. The survey incorporated five-point rating scales, yes/no questions, and included open-ended text areas. For reporting purposes, the five-point rating scale was consolidated into three categories: agree (which includes strongly agree and agree), disagree (which includes strongly disagree and disagree), and don't know or not applicable (where this option was provided to respondents).

Survey Process and Analysis

PCG worked collaboratively with MSSD leadership to facilitate a survey process that would result in the highest possible rate of return. To encourage participation, all parents of students with an IEP were informed of the purpose of the survey and provided with instructions for accessing the survey via email. MSSD leadership sent an email invitation to participate in the survey and reminder emails were sent to participate. A paper-based survey was also sent out for families that could not access technology and requested to have a paper copy to complete.

A total of 254 (approximately 34%) parents who received the online survey completed or partially completed it. A total of 322 (approximately 27%) staff responded to the online staff survey. A total of 135 responses came from the online LEA survey. The following staff were included in the staff survey sample and represent both state-employed MSSD staff and contracted providers working with MSSD:

- Special Education Teachers
- Specials/Elective Teachers
- Related Service Providers (OT, PT, Speech, Vision, Hearing, Orientation and Mobility, etc.)
- Student Support Services (Psychologists, Nurses, BCBA, Behavior Interventionist)
- Teacher Aides
- Home/School Coordinator
- Building Administrator/Principals
- Other School Based Staff (Bus drivers, bus monitors, etc.)

Selected survey responses appear within the main body of the report to support findings from specific topics and themes

School Visits

From January – March 2024, PCG and Capital AE conducted school visits.

Instructional Visits

Ten schools were scheduled to be visited for the instructional component of this review. One of the schools was not visited for instructional purposes as there was a medical emergency occurring when observers arrived; therefore, only 9 schools were included in the data set for instructional purposes. To select those designated for visits, PCG requested a list of classrooms in which there was a representative sample across all three areas that comprise MSSD with a mix of both rural and urban geographic locations. The intent was to ensure that a representative sample of MSSD schools were visited.

During these visits, classes were observed from 15-45 minutes depending on the size of the school and scheduling. PCG created an observation tool that aligned to research and best practices for educating students with significant disabilities. This tool was designed to collect qualitative information about the school building as a whole and in individual classrooms. It focused on five key areas: 1) classroom staffing, 2) planning and preparation, 3) classroom environment, 4) instruction, and 5) assessment. PCG observed all service delivery settings (e.g., classrooms, specials, non-academic activities) across a wide representation of grades. The overall school environment, including non-instructional spaces such as the lunchroom, office, and hallways, was also observed.

The resulting data from all school visits are categorized and aggregated to inform impressions of the special education system and indicate areas in which professional learning in special education practices may be considered. Using aggregated data across classroom level and type adheres to the agreement to not identify specific schools or staff. Furthermore, these data are used primarily as another set of data for overall triangulation.

Facilities Assessment Visits

All 28 sites were scheduled for the facilities component of this review. Gateway School, however, is permanently closed, so a full assessment was unable to be completed. For the facilities assessments, Capital AE created multiple observation tools that aligned to research and best practices for maintaining facilities and educating students with significant disabilities. This tool was designed to collect quantitative and qualitative information about the school building as a whole and in individual classrooms. It focused on five key areas: 1) condition of the buildings and sites, 2) capacity and current use of rooms, 3) educational adequacy, 4) facilities maintenance, and 5) safety and security. Capital AE assessed every school in MSSD's portfolio after these assessments were complete. Additional information about these visits are included in the Facilities section of this report.

PCG Foundational Approach

PCG's approach to its work with state, county, and district organizations is as a thought partner. That is, we act as an outside agent, with an objective perspective, who works alongside educational entities to identify challenges and provide recommendations for improvement.² We follow a mixed-methods collaborative program evaluation model that is systemic, based upon qualitative and quantitative research methods, and produces credible and valid data that proactively inform program implementation, determine gaps, and offer recommendations for the continued improvement of the program. We value the importance of developing trust, open communication, and fostering collaboration between the review team and program staff.

Our philosophy for improving student outcomes in schools and districts is driven by the U.S. Department of Education's Results Driven Accountability (RDA) structure and rooted in our Special Education Effectiveness Domains framework.

In the law, Congress states:

*"Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities"*³

One purpose of IDEA is to assess and ensure the effectiveness of efforts to educate children with disabilities. This is done through accountability measures established by both the federal Office of Special Education Programs (OSEP) and state special education agencies and, at times, special education case law.

While compliance indicators remain important, under the RDA framework, OSEP has sharpened its focus on what happens in the classroom to promote educational benefit and improve outcomes and results for students with disabilities.⁴ This change was based on data showing that the educational outcomes of America's children and youth with disabilities have not improved as expected, despite significant federal efforts to close the achievement gap. The accountability system that existed prior to the new one placed substantial emphasis on procedural compliance, but it often did not consider how requirements affected the learning outcomes of students.⁵ This shift is having a great impact in guiding priorities of special

² [The Power of Collaborative Program Evaluation, PCG 2013](#)

³ <https://sites.ed.gov/idea/about-idea/>

⁴ Supreme Court of the United States. Retrieved from https://www.supremecourt.gov/opinions/16pdf/15-827_Opm1.pdf

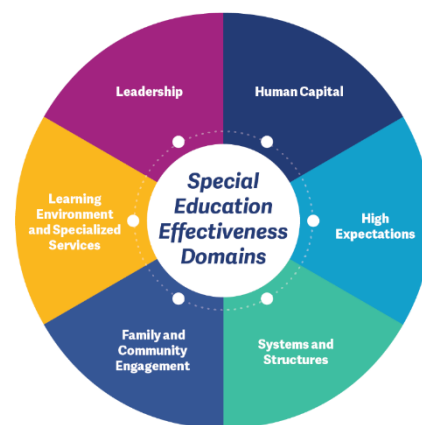
⁵ April 5, 2012, RDA Summary, U.S. Department of Education. www2.ed.gov/about/offices/list/osers/osep/rdasummary.doc

education leaders nationwide, including in MSSD. Districts nationwide are working to raise the level of and access to rigor in the classroom and generate a culture of academic optimism.⁶

These issues became even more significant with the March 22, 2017, U.S. Supreme Court decision in *Endrew F. v. Douglas County School District*. In this decision, the Court updated its prior standard for determining a school district's provision of an appropriate education for students with disabilities. This case centered on the importance of establishing ambitious and challenging goals that enable each student to make academic progress and functional advancement and advance from grade to grade. Progress for a student with a disability, including those receiving instruction based on alternate academic achievement standards, must be appropriate in light of his/her circumstances. Furthermore, yearly progress must be more demanding than the "merely more than de minimis" standards that had been used by some lower courts. The Court made it clear that IDEA demands more. In *Endrew*, the Supreme Court reached a balance between the standard established by the 10th Circuit and other circuits (more than de minimis) and the higher standard promoted by *Endrew's* parents (goal of providing students with disabilities opportunities to achieve academic success, attain self-sufficiency, and contribute to society in a manner substantially equal to the opportunities afforded children without disabilities). The *Endrew* decision's most significant impact in the classroom can be seen in: (1) the design and development of rigorous Individualized Education Programs (IEPs); (2) the implementation of students' IEPs with fidelity; and (3) increased progress monitoring of IEP goals.

Special Education Effectiveness Domains

Building on extensive research and our collective experience and expertise serving school districts and state departments of education nationwide, PCG has developed this Special Education Effectiveness Framework to assist school districts in catalyzing conversations about, and reviewing and improving the quality of, their special education programs.⁷ It is designed to provide school district leaders with a set of practices to strengthen special education services and supports, to highlight the multidisciplinary, integrated nature of systemic improvement, and to clearly establish a pathway for districts to move toward realizing both compliance and results. An intentional focus on improving outcomes for students with disabilities leads to improved outcomes for ALL students.



When implemented with a systems-thinking approach, the six domains of our Special Education Effectiveness Framework help superintendents and district leaders improve educational and functional outcomes for students with disabilities.

The findings and recommendations provided in this report are organized around these domains and are oriented toward extending MSSD's focus on outcomes for students with disabilities.

Terminology

There are several terms used throughout this report that require definition and clarification within the MSSD context.

Building Administrator – This term is used interchangeably with Principal for staff that are responsible for leading the day-to-day work and evaluating staff within their assigned MSSD school.

⁶ Hoy, W.K., Tarter, C.J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement. Working Paper. The Ohio State University. <http://www.waynehoy.com/school-academic-optimism/>

⁷ https://publicconsultinggroup.com/media/3347/special-education-effectiveness-framework_policy-paper.pdf

Corrective Action Plan (CAP) – Districts and community schools must verify that they have taken appropriate steps to address all procedural requirements under the Individual with Disabilities Education Act (IDEA) and must provide evidence of any corrective actions the state requires in order to ensure continued compliance under the IDEA. Required corrective actions are documented in a Corrective Action Plan.

Extensive Support Needs (ESN) – This term is used to describe students that require intensive, ongoing support across academic and functional domains and/or who meet criteria for a state's alternative assessment. This term broadly encompasses students with intellectual disabilities, students with autism, and students identified as having multiple disabilities. The term is used interchangeably with the terms "students with significant support needs," "students with complex needs," or "students with significant disabilities" within this report.

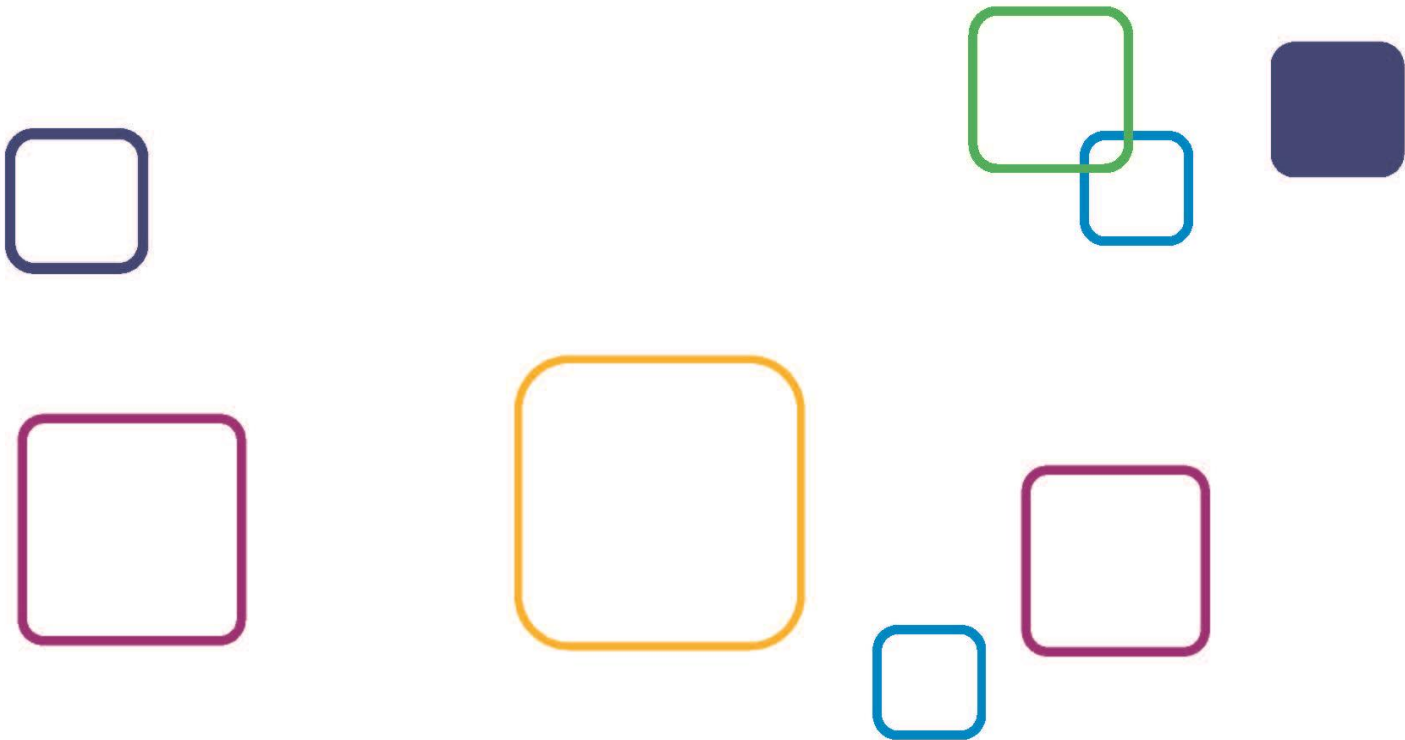
Missouri Assessment Program- Alternate Assessment (MAP-A) – The statewide assessment is administered to students with the most significant cognitive disabilities who meet grade level and eligibility criteria as determined by the student's IEP team using state-established criteria.

Missouri Department of Elementary and Secondary Education (DESE) – This department is an administrative arm of the State Board of Education and functions as a service agency that works with educators, legislators, government agencies, community leaders and citizens to guide and maintain a strong public education system.

Missouri School Improvement Plan (SIP) – This improvement plan is focused on continuous improvement for all schools, the preparation for each student for life beyond high school and promoting practices that lead to a healthy school system.

Teacher Aide – This term is used interchangeably with paraprofessional for non-certified staff that support students under teacher supervision for students attending MSSD.

II. REIMAGINING MSSD



Overview

The Missouri Schools for the Severely Disabled (MSSD) have a rich history dating back to 1950s when Missouri recognized the need for highly specialized instruction for individuals with significant disabilities. The first MSSD campus was established in 1957 in St. Louis, with the mission to provide comprehensive educational services tailored to the unique needs of these students. Today MSSD is administered by the State Board of Education through the Office of Special Education and is supported primarily by funds appropriated annually by the Missouri Legislature. Main offices for the MSSD superintendent and other supervisory staff are in Jefferson City. Area offices are in Sedalia, St. Louis, and Springfield. Area Directors work with the MSSD schools in their service areas.

Over the years, MSSD expanded its reach, opening campuses across the state to serve a growing population of students while remaining committed to its founding principles, offering specialized programs and resources to support students with severe and profound developmental disabilities who require intensive support to reach their full potential. Despite the desire to adhere to these principles and adapt to a changing landscape, MSSD is facing a crossroads, prompting the need for a reimagined future. Faced with consistently declining enrollment and a substantial need to improve and redesign MSSD facilities as modern learning spaces, a new path forward must be created. This report, along with the subsequent long-range planning with stakeholders across the state in the coming months, will guide the decision-making process for MSSD's next evolution.

At the beginning of the 2023-24 school year, the MSSD central office leadership team held a session with school leaders and teachers to explore the strengths, weaknesses, opportunities, and threats from their perspectives. This activity, known as a SWOT analysis, was a means through which the staff could voice their hopes and concerns for the future. It was also a way to celebrate the strengths of MSSD schools and highlight what makes the organization valuable and beneficial to students and their families.

The themes identified by MSSD staff through their own process of self-reflection and continuous improvement are aligned to those PCG also found during this review. Strengths included:

- The staff and leadership are supportive and knowledgeable.
- Employees share a love for the students and MSSD's mission.
- Schools provide a good work environment and benefits.
- New leadership at the central office and in many schools are setting a new direction and vision for schools that is inspirational to staff and reflective of MSSD's values.

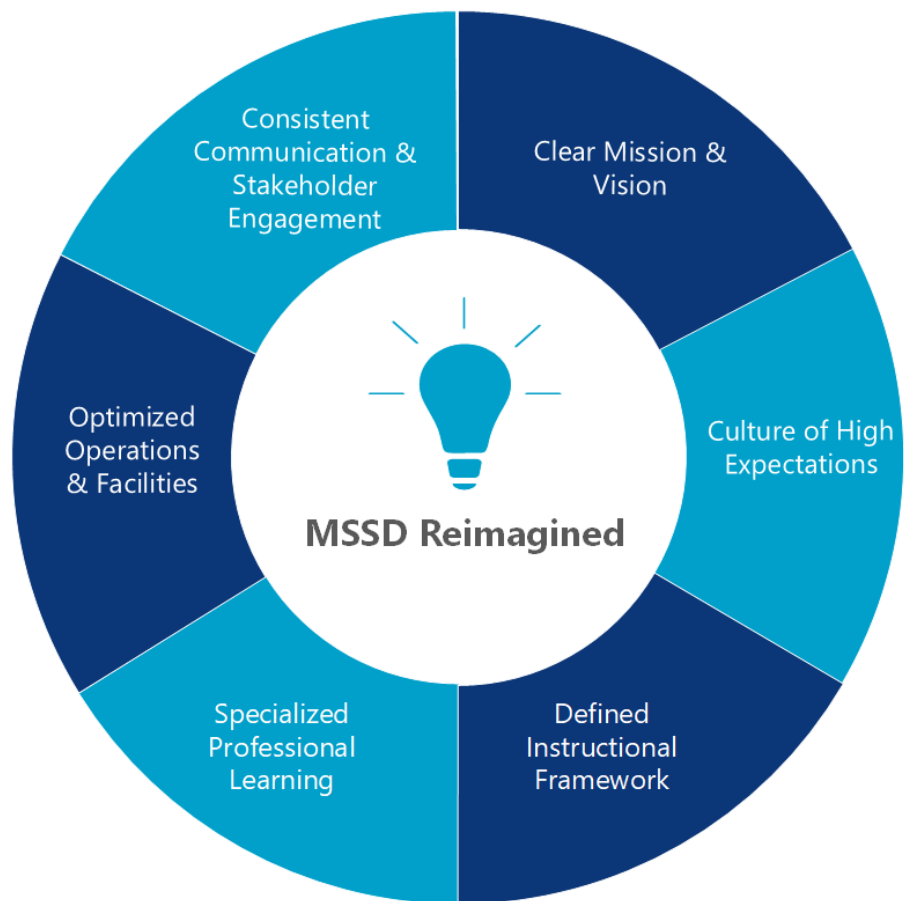
The weaknesses that staff identified dovetailed with opportunities, in that there is room for improvement in the following areas:

- There is a high staff turnover rate, and attendance concerns exist.
- Policies and procedures need to be updated.
- There is a disconnect and inconsistent communication between central office, area offices, and schools.
- Updated resources, such as instructional supplies and play equipment, are difficult to obtain and technology often is outdated.
- Hiring and onboarding for new staff can be confusing and unorganized, and specialized training is limited.
- The safety and adequacy of facilities, coupled with the enrollment and boundaries of sites, need to be addressed.
- Community engagement, including increased opportunities for students to develop job skills as well as schools' visibility within their communities, should be enhanced.

Staff also noted the threats, or potential barriers inhibiting improvement, that MSSD faces in the coming years. One notable theme was around the safety and security of the schools, from concerns about aging facilities and equipment to the need to better prepare for possible intruders and other emergency scenarios. Further, several mentioned how staff morale is low. This sentiment stems from several factors, namely the frequent changes in leadership over the past several years, discussions about potential school consolidations and how they will impact job security, and the effect that this report and findings may have on students’ education. Throughout the course of this report, some of the root causes and challenges associated with these themes are analyzed in greater detail.

PCG and Capital AE recognize the seriousness of this work and the significant impact that any recommendations we make will have. From the outset of this engagement, we have operated under the expectation that any decision or recommendation must lead to a step up, or improvement, for EVERY student at MSSD. A recommendation that could positively impact one student at MSSD and negatively impact another will not be made or considered. Our goal is to work alongside DESE and MSSD staff and stakeholders to “reimagine MSSD.” We recognize the impact that these schools have on students and families yet also acknowledge and need to bring forward to the Missouri community the investments that will need to be made to improve instructional practices and operational efficiencies in the future.

MSSD recognizes the need to strengthen systems to ensure student academic success. The following six findings are the linchpins for this focused improvement and are presented as the future state of a reimagined MSSD.



Clear Mission and Vision

At the time that the State of Missouri built MSSD schools, the commitment to educating students with significant disabilities was revolutionary; yet today, many public schools serve a wide range of students with extensive support needs. This shift has resulted in a decrease in enrollment in MSSD schools and the need to create a new mission for the organization. MSSD will need to develop a refined focus for its specialized programming and hire and train staff in support of this vision. DESE, with input from its stakeholders, should also rebrand MSSD with a new name that is respectful of its students and describes its reimagined future.

Culture of High Expectations

MSSD staff overall have created loving and supportive environments for students. Sites demonstrate considerable variations in how staff approached students from a growth mindset and presumed competence perspective. While care and compassion for students are essential elements of a supportive educational environment, they should not be confused with having high expectations for student achievement. Care and compassion involve understanding and responding to students' needs with empathy and kindness, ensuring they feel safe and valued. Without the complement of high expectations however, these well-intentioned actions can inadvertently limit students' academic and functional skill potential.

Define an Instructional Framework

MSSD has traditionally concentrated on functional academics as a core component of its educational program. Functional academics, while crucial for equipping students with essential life skills, should not overshadow the importance of literacy skills in the overall education of students. A thorough examination of the current data reveals a significant gap in MSSD's curriculum: the absence of a structured and formal literacy program specifically designed for students with significant disabilities. This gap highlights the need for MSSD to integrate a robust literacy curriculum that complements its existing focus on functional academics, ensuring a well-rounded and comprehensive education for all its students. By doing so, MSSD can better support the diverse needs of its student population, fostering both functional and literacy skills that are vital for students' academic and personal growth. Research indicates that the presence of effective strategies for fostering emergent literacy skills can have a great impact, even among students with profound cognitive disabilities.⁸

Specialized Professional Learning Plan

Our data show there is limited technical assistance from MSSD's central office for working with students who have extensive support needs, with only 61 percent of staff survey respondents agreeing that professional development offerings help them support the teaching and learning of students in MSSD. Despite the intended role of regional professional development centers in providing this support, our data suggest that offerings are also insufficient. Creating specialized and targeted support for all staff will be a key strategy that can help MSSD with retaining staff, reducing the risk of injuries, and creating a learning environment focused on academic and functional outcomes.

Optimized Operations and Facilities

While schools must place teaching and learning at the forefront, adequate infrastructure is critical too. Schools need teaching and other support positions filled with highly qualified staff who feel safe on the job

⁸ [CEEDAR Center: Literacy Instruction for Students with Multiple and Severe Disabilities Who Use Alternative/Augmentative Communication](#)

and trained with the skills to perform well. Data from this report shows that MSSD has significant work to do to be able to recruit and retain highly qualified staff and to develop financial structures nimble enough to strategically purchase equipment and resources for each school. Further, the level of worker's compensation claims across schools requires a deeper investigation to determine how and why staff are injured at high rates and to create a plan that supports staff safety.

Findings from this study suggest that MSSD needs to optimize its school buildings by redesigning and improving select sites and eliminating the use of leased buildings. While the State's Office of Administration (OA) – Facilities, Maintenance, Design, and Construction (FMDC) has invested in the right places over time for state-owned school buildings (i.e., roof, HVAC, and structural components), many sites require more substantial cosmetic updates and redesigned spaces to better serve students. Further, capacity of MSSD buildings overall far exceeds the enrollment, operating on average at a 50% utilization rate. Consolidation of schools will improve efficiency and utilization of resources while enhancing the programmatic offering. Further, the leased buildings scored the lowest in nearly all areas from the facility themselves, to their maintenance, educational adequacy, and instructional practices. These buildings are generally small and do not, by virtue of their size, have enough resources or space to provide students with a high-quality education.

Improved Communication and Stakeholder Engagement

Though schools are overseen by Area Offices, in many cases, they operate independently. The rural location of many schools and the part-time leadership structure of Building Administrators splitting their time between two or more sites contribute to the inconsistencies seen among schools. Striking a balance between school level decision making and the cohesiveness and standardization required to ensure high quality service delivery in all schools will require finesse and a nuanced approach.

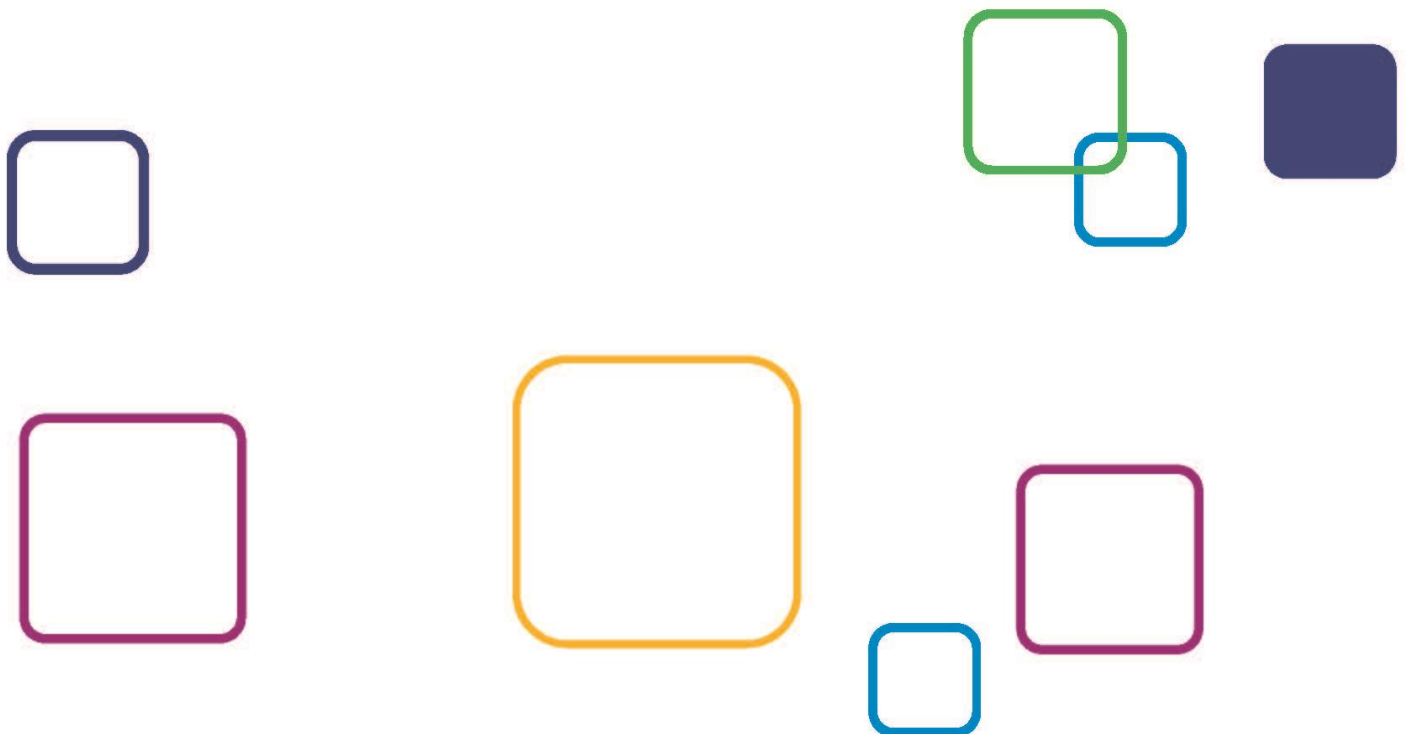
Increasing the involvement of parents through trainings tailored to them is one way to have them feel like partners in their child's education. Given the nature of their children's disabilities, MSSD can play an important role in having parents learn from teachers and others about strategies they could employ, especially as their children age out of school.

Summary and Implications

MSSD schools play an important role in Missouri's education eco-system. They provide the intensive specialized services required for students who may not have met with success or received the individualized support needed in traditional schools. Yet, there is work to be done to create schools that best serve Missouri's students with significant disabilities today. How MSSD schools operate, and the way in which funding is appropriated, are driven by the Missouri Legislature. As the State evaluates and implements the recommendations of this report, it will be critical to consider the ways in which legislation may need to be updated or revised to align with the future vision of MSSD and how the currently appropriated funds are used to improve instructional practices, professional learning, and the enhancement of facilities.

Following the finalization of this report, PCG will begin developing a strategy to determine how to enact the recommendations listed here and will engage the community to begin conversations about potential school site consolidations. This process will be inclusive of all voices and will be designed to create improved educational experiences for all MSSD students.

III. TEACHING AND LEARNING



Overview

This section of the report is devoted to understanding how MSSD is organized to support the mission of teaching and learning for students within its schools, in addition to how schools provide specialized instruction, related services, and supplementary aids/services that enable students to receive the educational benefits to which they are entitled.

MSSD Leadership and Organizational Structure

Strengths

- **Dedicated Leadership.** There is a vested interest in supporting MSSD and identifying high-quality instructional practices.
- **Organizational Structure.** The current organizational structure is set up in a way that can support schools.
- **Virtual Learning Platform.** MSSD has created virtual opportunities for staff meetings and professional learning.
- **New Leadership Positions.** The School Services Director of Safety and Assistant Area Director for Behavior roles provide safety and security for all MSSD schools from both the facilities and instructional lens.
- **LEA Support for MSSD.** LEAs feel overall that MSSD programming is beneficial to the population of students served.

Opportunities

- **Barriers to Change Implementation.** Several levels of approval are needed to make changes within MSSD making large-scale change challenging to implement.
- **Leadership Turnover.** MSSD has struggled to fill leadership positions, and turnover has impacted sustainability in the system.
- **Professional Learning.** Many staff feel the professional learning provided is not tailored to the needs of staff or instructional practices.
- **LEA Perceptions of Services.** Not all LEAs feel the services provided by MSSD are of high-quality.
- **LEA Guidance.** Not all LEAs know the processes for students enrolled in MSSD when it comes to Child Count, IEP development, and evaluations.
- **Communication Channels.** There are challenges with clear communication channels from buildings, Area Offices, and Central Office.
- **Roles and Responsibilities.** Roles and responsibilities within MSSD are not consistent or clear throughout the organization.
- **Building Administrators.** Not all buildings have a full-time building administrator to support day-to-day operations.
- **Teacher Evaluation Process.** There is no clear process to evaluate both teachers and leaders on student achievement and growth.
- **Regional Professional Development Centers (RPDC).** RPDCs provide an opportunity to MSSD to provide in-depth professional learning and coaching to MSSD staff.

State Governance Structure

The Missouri State Constitution assigns responsibility for supervising the state's public education to the State Board of Education (SBE). The SBE consists of eight representatives appointed by the Governor of Missouri and confirmed by the Missouri State Senate. The SBE has responsibilities that include appointing the Commissioner of Education, establishing policies, defining academic standards and state assessment requirements, accrediting local school districts, establishing and implementing educator certification requirements, overseeing federal education programs, serving as a passthrough agency for

federal education funds to flow to local school districts, establishing requirements for fiscal management within school districts, submitting annual budget recommendations to the Missouri Legislature, as well as operating the Missouri School for the Blind, the Missouri School for the Deaf, and the Missouri Schools for the Severely Disabled (MSSD).⁹

Led by the Commissioner of Education, the Missouri Department of Elementary and Secondary Education (DESE) serves as the administrative agency operating on behalf of the SBE. DESE's primary goal is to ensure a strong system of public schools throughout Missouri through regulatory enforcement authority and the operation of statewide continuous improvement initiatives for local education agencies¹⁰ and includes two divisions, the Division of Learning Services and the Division of Financial and Administrative Services. The Division of Learning Services is further sub-divided into seven offices which include the Office of Adult Learning and Rehabilitation Services, the Office of Childhood, the Office of College and Career Readiness, the Office of Data System Management, the Office of Educator Quality, the Office of Quality Schools, and the Office of Special Education.

The Office of Special Education at DESE primarily administers state and federal funds that support services to students with disabilities, works with local school districts to continuously improve special education services for students ages 3-21, as well as provides financial and technical assistance to those districts. The Office of Special Education also fulfills DESE's responsibilities for administering the State School for the Blind, the State School for the Deaf, and MSSD.¹¹ Although the MSSD has an organizational structure for operating a statewide network of schools, ultimately MSSD is directly overseen by DESE as part of its administrative responsibilities as a state agency operating on behalf of the SBE. The superintendent of MSSD directly reports to the DESE Assistant Commissioner in the Office of Special Education under the supervision of the Deputy Commissioner of Education within the Division of Learning Services, who in turn serves as a member of the Commissioner of Education's executive cabinet.

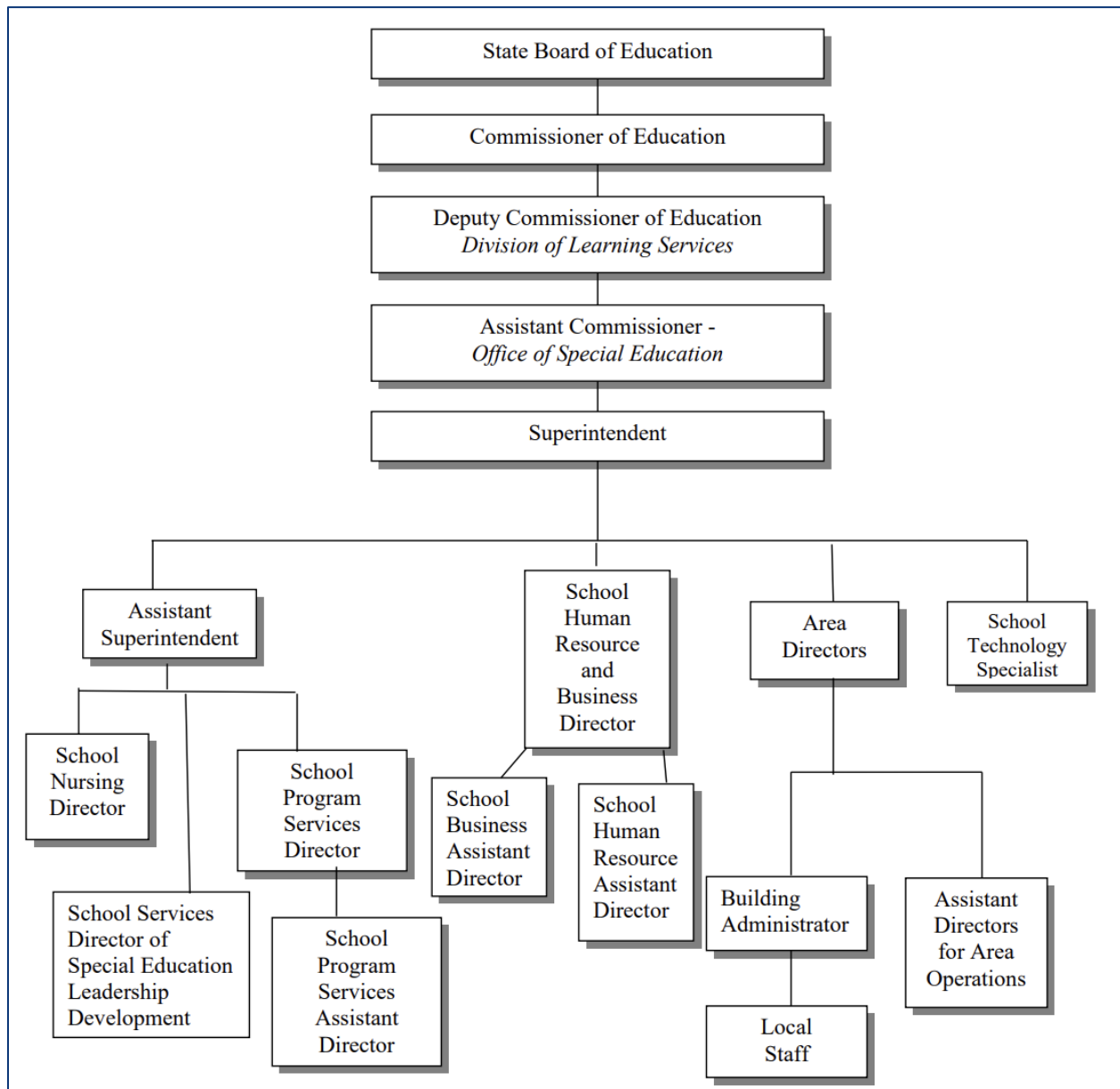
The current MSSD organizational chart is included below.

⁹ <https://dese.mo.gov/state-board-education/about-state-board>. Accessed 28 May 2024.

¹⁰ <https://dese.mo.gov/what-department-elementary-and-secondary-education-dese#:~:text=It%20is%20primarily%20a%20service,to%20high%2Dquality%20public%20education>. Accessed 28 May 2024.

¹¹ <https://dese.mo.gov/departments-offices>. Accessed 28 May 2024.

Exhibit 1. Missouri Schools for the Severely Disabled Organizational Chart



MSSD Central Office

Within DESE, the MSSD Central Office leadership team is comprised of a Superintendent and an Assistant Superintendent. The Superintendent oversees all operations and staff for MSSD and is assisted by the Assistant Superintendent, who directly supervises the School Nursing Director, School Program Services Director, School Services Director of Special Education Leadership Development, and the School Program Services Assistant Director. Additionally, the School Human Resource and Business Director supervises the School Business Assistant Director and the School Human Resource Assistant Director. The School Technology Specialist does not supervise any staff and reports to the Superintendent.

Below is a table that briefly describes the roles and responsibilities of each person that comprises the MSSD Central Office team. This information was gathered from job descriptions provided by MSSD as part of our document review and is not exhaustive of the responsibilities of each staff member or all staff at Central Office. Subsequent sections will discuss the roles and responsibilities of Area Directors, Assistant Area Directors, Building Administrators, and staff. Some roles in the table below are not seen in the Organizational chart above.

Exhibit 2. MSSD Central Office Roles and Responsibilities

Superintendent	<ul style="list-style-type: none"> • Comprehensive School Improvement Plan/Strategic Plan • Annual budget, purchasing, and contracts • Supervise the Central Office team • Leadership and general supervision of services and instruction • Outreach to LEAs
Assistant Superintendent	<ul style="list-style-type: none"> • Curriculum development, implementation, and instructional improvement • Staff development and evaluations • Supervise nursing and health care efforts • Compliance with IDEA, policies, and procedures
School Business Director	<ul style="list-style-type: none"> • All business functions - accounting, procurement, bidding, and purchasing • Fiscal data, budget expenditures, balances, and reporting • All contracts and billing for MSSD
Assistant School Services Director – Business Management	<ul style="list-style-type: none"> • Pupil transportation and state vehicles • Forms management, data storage, records retention • Manage all bus routes and bidding of contracted routes
HR School Specialist	<ul style="list-style-type: none"> • Personnel and payroll for state schools • Supports legal issues (FMLA, ADA, FLSA, EEO)¹² • Fiscal information/personnel budget • Wage and salary scale reports
School Human Resource Analyst	<ul style="list-style-type: none"> • Maintain records for ADA and FMLA • Consultation for ADA and FMLA • Technical assistance and guidance for ADA and FMLA
School Services Director of Safety (New Role)	<ul style="list-style-type: none"> • School security and safety program • Safety, security, and emergency preparedness training for schools • Investigations for misconduct and/or poor performance of employees • Capital improvements for safety and security
School Data Specialist – Business Section	<ul style="list-style-type: none"> • Contract services and personnel data • Reporting for School Lunch, School Attendance, Transportation, District Billing and Expense Accounts

¹² FMLA: Family Medical Leave Act; ADA: Americans with Disabilities Act; FLSA: Fair Labor Standards Act; EEO: Equal Opportunity Act

	<ul style="list-style-type: none"> Accounting activities – reviewing bills, invoices, and contracts
School Data Specialist – Program Services	<ul style="list-style-type: none"> Statistical data and reporting Technical support for student information systems Update web pages
School Data Specialist - Superintendents	<ul style="list-style-type: none"> Statistical reporting from student information system School records management Administrative tasks for the Superintendent, Assistant Superintendent, and Director of Student Services
School Technology Specialist	<ul style="list-style-type: none"> Information technology functions, personnel, and projects to transfer to web-based data systems Technology initiatives Analysis and reporting of data Technical assistance for integrating technology into the classroom
School Nursing Director	<ul style="list-style-type: none"> School health program Professional development/training for healthcare staff Policies, procedures, forms, and manuals for any healthcare, diet, or wellness related needs
School Program Services Director	<ul style="list-style-type: none"> Development and revision of MSSD curriculum Instructional strategies and assistive technology MAP-A training and support MSSD eligibility process and procedures
School Program Services Asst. Director	<ul style="list-style-type: none"> Eligibility and placement Support LEAs MAP-A training and support Data management for Core Data/MOSIS
Instructional Specialist	<ul style="list-style-type: none"> School visits to assess quality of instructional services Review and revise curriculum Professional learning activities
School Services Director of Special Education Leadership Development	<ul style="list-style-type: none"> Training curriculums and delivery of training Evaluate training effectiveness across all areas Supervision and mentoring programs for building administrators

In recent years, MSSD has experienced significant turnover in the Superintendent and Assistant Superintendent positions. Previously, a long-serving Superintendent provided stability. A new Superintendent was hired to replace the interim Superintendent, and an Assistant Superintendent was also hired recently. The School Nursing Director position was open for several months, but that position was also recently filled.

Several factors have contributed to the hiring challenges for these positions, including the pay scale, the state retirement system, and the complex structures within MSSD as a state-run program. These structures require approval through multiple layers within the SBE and DESE, creating barriers to change,

particularly concerning financial constraints and the MSSD budget. These issues will be discussed in more detail later in this report.

According to focus group participants, the recent leadership turnover has hindered the sustainability of systems and the establishment of a cohesive vision for MSSD. Nonetheless, many staff members feel that the current Superintendent is accessible and supportive to Area Directors and Building Administrators. Despite the Central Office's strengths, several challenges were identified during our data collection. These include inconsistencies in policies from DESE's Office of Special Education regarding compliance and communication channels throughout MSSD.

The Superintendent's wide geographic coverage, with MSSD schools spread across the state, complicates on-site visibility. To address this, Central Office implemented virtual meetings and a virtual learning platform (VLP) in 2019. The VLP offers differentiated modules organized into categories such as student services, health services, and human resources. There is also a three-tier module for new hires, designed as a Say-Do-Watch model, where new hires complete VLP modules, shadow staff, and then practice their roles. However, there are currently no systems in place to monitor the fidelity of implementation once the VLP training is completed to assess its effectiveness.

- 82% of staff agree that MSSD has an overall vision that explicitly addresses the needs of students with significant/severe disabilities.
- 79% of staff agree MSSD has established goals and an action plan for improving outcomes for students with significant/severe disabilities.

Staff Survey

- 51% of staff agree MSSD schools are branded in a way that helps parents and the community understand the population of students served.

Staff Survey

Additionally, Central Office offers a two-day Area-focused professional learning opportunity and four professional learning days throughout the year. These sessions, focused on topics identified by the Central Office, have been primarily designed for teachers. The Central Office is working to develop more opportunities for teacher aides. Despite these offerings, our data consistently shows that staff across all levels find these methods suboptimal for providing the in-depth professional development they need to feel successful in their roles. Many staff members expressed a desire for more robust professional learning opportunities, including training on supporting student behaviors, preventing injury, active shooter training, and best practices for working with students with ESN.

Logistical challenges also hinder in-person meetings due to the dispersed locations of MSSD schools. Building Administrators have monthly meetings with the Superintendent and Assistant Superintendent to share information and discuss upcoming training. Additionally, three times per year, the Superintendent and Assistant Superintendent provide leadership training to Building Administrators to take back to their schools.

Most survey respondents felt that MSSD has a clear vision that explicitly addresses the needs of the students they serve. They also believed that MSSD has established goals and an action plan for improving student outcomes. MSSD has developed a Continuous School Improvement Plan (CSIP) for the 2024-25 school year, which identifies key priority areas, including:

1. The safety of all students and staff.
2. Each child will learn to communicate with their individualized mode(s) to express their wants and needs.
3. Teachers will engage through planned instructional activities focused on academics, intellectual, and social skills throughout the day.

4. All students will have the opportunity to be competitively employed.¹³

Elements of the SY24-25 CSIP will be included here which is divided into several key areas that align to Specific, Measurable, Achievable, Relevant, and Time Bound (SMART) goals with a rationale and evidence-based strategies for implementation. The Leadership portion of the SY 24-25 CSIP included the following:¹⁴

Exhibit 3. SY24-25 CSIP: Leadership

Leadership								
Leadership is comprised of the following descriptors; school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety								
SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):								
During the 2024-25 school year, 100% of MSSD buildings will develop and complete individual Emergency Operational Plans to promote student and staff safety and buildings will develop and complete Student Individual Safety Plans (ISP) to promote student, faculty and staff safety.								
Achievable: MSSD buildings will use the Missouri Emergency Operations Planning tool to complete and develop the Emergency Operations Plans/Continuity of Operations Plans. Faculty and staff will work with First Responders to prepare and practice our students individual safety needs during a crisis.								
Measureable: Emergency Operations Plans/Continuity of Operations Plans will be completed and submitted to Central Office. Student Individual Safety Plans will be completed for each student and submitted to Central Office.								
Rationale (name the existing conditions/data points to support the selection of the goal):								
Student and staff safety is imperative; therefore, there is the need to plan, prepare, practice and respond to any emergency incidents. We need to be able to preserve life, prevent injury, and promote recovery.								
Evidence Based Strategy(ies) for Implementation:								
1. Completing the Emergency Operations Plans and Continuity of Operations Plans using the Missouri Emergency Operations Plan Development Tool (MOEOP) for each school (60-90 days)								
2. Student Individual Safety Plans (ISP) (Long Range)								
3. MOUs (Memorandum of Understanding) signed for all emergency alternate facilities (30-45 days)								
Funding Source(s):								
MSIP indicator(s):								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> </tr> </table>								
Action Steps	Start Date	Person Responsible	Resources	Complete / Date				
30/45 Days: 1. 2. 3.				<input type="checkbox"/>				

There were three key areas that did not include any SMART goals for SY24-25, the first was Collaborative Climate and Culture which is comprised of the following indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement. The second area that did not have any SMART goals was Data-Based Decision Making which includes data submission, continuous and innovative improvement, climate and culture data, and collaborative teams. And the third was Other, which includes social/emotional, capital projects/building facilities, all hazards plans, etc.

¹³ Excerpt from MSSD Continuous School Improvement Plan from documents submitted by MSSD.

¹⁴ Id

These three areas (Collaborative Climate and Culture, Data-Based Decision Making, and Other) play a significant role in the organizational health of MSSD and should be priority areas included within the CSIP. It was unclear why these three areas did not include any SMART goals for the upcoming school year.

Exhibit 4. SY24-25 CSIP: Effective Teaching and Learning

Effective Teaching and Learning Effective teaching and learning is comprised of the following descriptors; success ready students, high quality early learning, high quality career education, intra-interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services and class size and assigned enrollments.
SMART Goal (Specific, Measurable, Achievable, Relevant and Timely): 100% of students will be observed participating in planned instructional activities focused on academics, intellectual, or social skills throughout the school day. Achievable: Teachers have daily planned instructional activities with sufficient materials readily available, based on individual student needs. Measureable: Lesson plans, daily classroom schedules, and observations with MSSD standardized rubric.
Rationale (name the existing conditions/data points to support the selection of the goal): MSSD is a placement with 1800 minutes listed in the IEP where services need to be implemented. When students are engaged, they can learn socially desired behaviors.
Evidence Based Strategy(ies) for Implementation:

1. Use as many modalities as possible by learning your students learning type.
2. Instruction must be planned carefully and provided regularly. It should include data collecting from the goals of the IEP to show growth and help shape decisions about the next steps.
3. School wide PBIS program to teach appropriate behaviors that is acceptable in the school environment. We will use the three tiered model.
4. When asking questions, give plenty of wait time for the student to answer.
5. Use multisensory instruction in all lessons.
6. Model what you want the student to learn through the strategy called, "I Do, We Do, You Do".
7. Use individual daily schedules.
8. Develop social stories for the skills each student needs to meet their IEP goals and behavior.
9. Develop individual tasks boxes for each student to practice their individual IEP goals.
10. Incorporate movement in your lessons to break through the boredom of the lesson.
11. Use the Universal Design for Learning which is to use a variety of teaching methods to remove any barriers to learning. It is about building flexibility that can be adjusted for every students' strengths and needs.
12. Embarc program

Funding Source(s):

MSIP indicator(s):

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30/45 Days: 1. 2. 3.				<input type="checkbox"/>
60/90 Days: 1. 2. 3.				<input type="checkbox"/>
Long Range: 1. 2. 3.				<input type="checkbox"/>

For Effective Teaching and Learning, there were several areas of focus for SY24-25 to support student achievement. Our data did not show a lot of information regarding EMBARC® Curriculum Mapping, which is a software solution designed for K-12 school districts to connect learning objectives to a continuous cycle of development, delivery, assessment, and refinement.¹⁵ It also has an online portal that shows instructional learning targets that parents can access. The other evidence-based strategies included in the Exhibit above will be critical to developing high-leverage practices within MSSD.

For Alignment of Standards, Curriculum and Assessment, MSSD wants to support individualized mode(s) of communication to help students express their wants and needs. Ensuring that all students have some mode of communication will be key to ensuring that students can meaningfully access their environment. Based on observations of schools and instruction, this is an area of opportunity for MSSD for the upcoming school year that will be discussed more later in this report.

¹⁵ [EMBARC Curriculum Mapping and Management Solution](#)

Exhibit 5. SY24-25 CSIP: Alignment of Standards, Curriculum, and Assessment

Alignment of Standards, Curriculum and Assessment Alignment of standards, curriculum and assessment are comprised of the following descriptors; viable curriculum aligned to the Missouri Learning Standards, and assessment aligned to the Missouri Learning Standards.									
SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):									
95% of MSSD Students will demonstrate growth in their individualized mode(s) of communication to express their wants and needs. Achievable: Staff will identify and utilize individualized mode(s) of communication by using data based processes and practices for measuring communication growth for each student. Measurable: Student achievement will be measured by IEP goals, data charts, and/or observations.									
Rationale (name the existing conditions/data points to support the selection of the goal):									
To move our students from cause and effect communication to context dependent or independent communication.									
Evidence Based Strategy(ies) for Implementation:									
1. Give simple, specific and direct instructions. 2. Breaking down verbal instructions and information into smaller sections. 3. Use various methods of communication. 4. Repeat and rephrase instructions. 5. Provide frequent reminders. 6. Provide positive feedback. 7. Use of scripts, video modeling, and embedding choice. 8. Turn taking. 9. Individual schedules. 10. Use the picture exchange communication system.									
Funding Source(s):									
MSIP indicator(s):									
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%; height: 20px;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> <td style="width:25%;"></td> </tr> </table>									
Action Steps	Start Date	Person Responsible	Resources	Complete / Date					

The last area that had a SMART goal was Equity and Access. There were no evidence-based implementation strategies that accompanied this goal. However, the goal largely centered around transitional goals and post-secondary planning.

Exhibit 6. SY24-25 CSIP: Educational Equity

<p>Equity and Access: Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensure that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences.</p> <p>Equity and access is comprised of the following descriptors; academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.</p>				
<p>SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):</p> <p>100% of MSSD students, with Form C in their IEP, will have a measurable employment transitional goal. Measurable: Supervisors will monitor IEPs to ensure Form C is completed with measurable transitional goals. Achievable: Teachers will complete Form C of students IEP. Staff, along with Pre- ETS, will support parents and students in finding opportunities to be engaged in their community. Families will be given information on a regular basis and supported on completing the forms for DMH Services.</p>				
<p>Rationale (name the existing conditions/data points to support the selection of the goal):</p> <p>All students will have the opportunity to be competitively employed.</p>				
<p>Evidence Based Strategy(ies) for Implementation:</p>				
<p>Funding Source(s):</p>				
<p>MSIP indicator(s):</p>				
Action Steps	Start Date	Person Responsible	Resources	Complete / Date
30/45 Days: 1. 2. 3.				<input type="checkbox"/>
60/90 Days: 1. 2. 3.				<input type="checkbox"/>

Overall, the areas identified for the SY24-25 CSIP aligned with several areas that will be noted throughout this report. For MSSD to monitor progress towards these goals, they will need to develop Key Performance Indicators (KPIs) that will allow them to track progress over the course of the next school year. The current plan did not show evidence of KPIs which will make it challenging for MSSD leadership to monitor their progress and adjust in real-time to reach the goals outlined here.

While DESE provides technical assistance and professional development through nine regional technical assistance centers (RPDC), there are limited opportunities specifically for MSSD staff. Most MSSD staff do not take advantage of the existing opportunities at these regional centers. The RPDCs are located throughout the state and have consultants that will work with any school district in their region. The RPDCs are focused on the following areas to provide training and coaching to districts:

- Special Education Compliance Consultants
- Special Education Improvement Consultants
- Mathematics Consultants
- Literacy/Dyslexia Consultants
- K-3 Literacy Consultants
- K-12 Literacy Consultants

- District Continuous Improvement Consultants (DCI)
- Career and Counselor Consultants – including Pathways
- SW-PBS Consultants
- Blind Skills Specialists
- Missouri Leadership Development Specialists (MLDS)
- Missouri Teacher Development Specialists (MTDS)

Additionally, data show there is limited technical assistance from Central Office for working with students who have ESN with only 61 percent of staff survey respondents agreeing that professional development offerings help them support the teaching and learning of students in MSSD. Despite the intended role of regional service centers in providing this support, our data suggest that offerings are insufficient, and only half of survey respondents felt that MSSD schools are effectively branded to help parents, and the community understand the student population served.

Collaboration difficulties extend across Central Office departments that support MSSD, such as Legal, Human Resources, and the Business Office, complicating the delivery of consistent and effective support. Although some structures have been implemented to enhance collaboration, challenges remain in communication from Central Office to Area Offices and building levels. Staff consistently reported difficulties in receiving accurate and timely information, and many felt that Central Office staff were disconnected from the challenges faced at the building level, hindering their ability to make informed and timely decisions.

A new role within MSSD is the School Services Director of Safety. The primary purpose of this role is to provide a safe and secure environment for students and employees of MSSD. The School Services Director of Safety coordinates the emergency operations plan for all 34 schools, conducts investigations based on incidents requiring camera footage review, performs facility reviews using a security checklist, and monitors safety drills. This role also ensures clear communication with law enforcement, first responders, and the community regarding safety and crisis plans.

- 61% of staff agree that professional development offerings have enabled them to better support the teaching/learning of students with significant/severe disabilities.
- 53% of staff agree MSSD offers opportunities for growth, additional training, and career advancement.

Staff Survey

Our data analysis also revealed MSSD faces several significant challenges in handling human resource issues, primarily due to the unique population of students with specialized needs they serve. This has resulted in numerous staff injuries and a high number of workers' compensation claims related to student interactions. Many staff members are not adequately trained to support this population, leading to an increase in incidents and claims. Despite efforts to provide additional training and targeted support to mitigate these issues, the number of terminations remains high. This is largely due to the necessity of adhering to restraint policies and the difficulties associated with managing such a specialized student population. Additional information about the cost of workers' compensation claims is provided later in this report.

Though initially not well received by staff, the installation of cameras in all schools has been beneficial. These cameras allow for the review of footage when incidents occur, providing protection for both staff and students. Additionally, the footage helps to identify staff behaviors that violate district policies and procedures, further contributing to a safer and more compliant school environment.

MSSD participates in cyclical monitoring, following the same processes as LEAs. DESE supports MSSD with due process, mediation, facilitated IEP meetings, and the education surrogate system, working collaboratively on these processes. During cyclical monitoring, MSSD completes a self-assessment, and DESE conducts onsite visits, including a file review. If deficiencies are found, MSSD receives a Corrective Action Plan (CAP) to address these issues before the next monitoring cycle. The most recent CAP for MSSD highlighted corrective actions in three indicators related to IEP development:

1. Consistency with the content of the present levels of performance (Indicator 200.810.a)
2. Annual goals for each special education and related service (Indicator 200.810.e)
3. Progress report content including progress toward the annual goal (Indicator 200.940.c)

These indicators will be discussed in detail later in the report as it relates to the IEP file review conducted by PCG as part of this review. Some participants expressed concerns of a conflict of interest with DESE monitoring schools that it operates. There is a perception that DESE is more lenient with compliance standards as applied to MSSD than to LEAs.

A review of documents from 2022-2024 shows four due process proceedings during this period. One complaint was dismissed due to insufficient grounds on behalf of the parent. Two cases resulted in settlement agreements, and one case concluded with a resolution agreement. All complaints involved concerns about the provision of a Free and Appropriate Public Education (FAPE). In one case, parents sought to have their child continue attending half-days at their community school as part of the student's Least Restrictive Environment (LRE), citing progress due to interaction with non-disabled peers among other factors.

To build more community partnerships, the Assistant Commissioner of the Office of Special Education developed an MSSD Advisory Committee that is focused on identifying areas of opportunity and support for MSSD. This Committee includes leaders from LEAs, the Missouri Council of Administrators of Special Education (MO-CASE), and the University of Central Missouri. Currently, the University of Central Missouri is one of the only programs in the state to offer a Special Education Bachelor of Science in Education that is focused on autism and severe developmental disabilities. This group has only met twice, and it is recommended a regular cadence of meetings be established in combination with a vision for this group and how they want to support the work within MSSD.

Area Offices

MSSD is organized into three geographic areas, each overseen by an Area Director. Each Area Director is supported by an Assistant Director for Area Operations. This structure aims to provide effective oversight and support across the state's diverse regions.

Area Directors are responsible for supervising and directing building administrators to ensure proper administrative and supervisory services. They also support recruitment efforts and make regular visits to schools to assess the quality of services provided by Building Administrators.

Assistant Area Directors also support the hiring process, manage supplies and ordering for schools, assist with administrative tasks to lighten the workload for Building Administrators, enter work orders for facilities and IT, and oversee payroll. Each Assistant Area Director is supported by two School Office Assistants who help with payroll, invoices, hiring paperwork, reference checks, workers' compensation claims, and scheduling interviews.

There is also a new role within MSSD leadership, the Assistant Area Director for Behavior, who plays a crucial role in supporting staff to provide appropriate educational services for students with severe disabilities. While this was originally intended to be one person, this role has been divided into a team of three people that are supporting each area. They are now the Behavior Services Specialist team. At the writing of this report, two members of the team had resigned to work in LEAs once they received their BCBA certification. This role was created to offer leadership and direction at the building level, focusing

on designing, implementing, coordinating, and evaluating comprehensive behavior support programs. The current team works under the supervision of the Area Directors and the Director for Program Services, consulting with staff to design Behavior Intervention Plans (BIPs), address classroom management, implement effective instruction, teach social skills, utilize de-escalation techniques, conduct Functional Behavior Assessments (FBAs), and implement Schoolwide Positive Behavioral Support.

The turnover among Area Directors and Assistant Area Directors has made it challenging to sustain systems, with staff across all levels noting the shifting processes creating confusion among staff. Frequent leadership changes have disrupted processes, particularly in managing human resources and progressive discipline of staff. Additionally, communication channels from the Area Offices to the Central Office team have been problematic and have failed to establish clear lines of communication from buildings to Area Offices and then to Central Office leadership. These inconsistencies have created barriers to clear processes for budgeting, ordering, and hiring and termination practices.

- 58% of staff agree there is effective and consistent communication between my building(s) and the MSSD leadership.
- 69% of staff agree that MSSD leadership effectively responds to the needs and concerns of MSSD families.

Staff Survey

Schools

Strategically spread throughout Missouri, MSSD schools ensure accessibility for students regardless of their location. Each school is equipped with specialized facilities and resources tailored to the diverse needs of their student population, including adaptive technologies, modified curricula, and therapeutic services such as speech, occupational, and physical therapy. Additionally, schools feature sensory rooms, mobility aids, and other assistive devices that support students' daily learning and development.

Teachers and staff at MSSD schools are expected to be highly trained in special education and disability services to provide the necessary support and care for students with complex needs. The curriculum is individualized for each student, focusing on life skills, functional academics, and social development. While all schools emphasize functional academics, some schools also place strong emphasis on basic academic skills, such as emergent literacy and math skills. This approach not only addresses the academic needs of students but also emphasizes their overall well-being and independence.

The teacher evaluation tool is the Essential Principles of Effective Evaluation, which includes a component for assessing student achievement and growth to determine teacher effectiveness. Student achievement is measured through IEP goals rather than standardized measures, such as the MAP-A assessment, due to the specific needs of the students attending MSSD. Quarterly progress reports are reviewed, and conferences with parents are conducted to discuss student progress. However, there are no end-of-year reports that provide a comprehensive overview of student progress across schools. In traditional districts, state standardized assessments provide an indicator of the overall district's growth and areas of need which is key to developing short and long-term performance indicators for the district.

Principal evaluations are conducted using the Network of Effective Educators rubric, although its implementation is relatively new. While the MAP-A assessment is analyzed with the Dynamic Learning Map (DLM) standards and incorporated into school improvement plans, this approach does not always offer clear insight into student achievement and growth, making it challenging to obtain a comprehensive indicator of student progress. This presents an area of opportunity, as understanding student achievement and growth is essential, regardless of the severity of the disability of students attending MSSD.

It is the goal that all MSSD schools foster strong partnerships with parents, caregivers, and local communities to create a supportive network around each student. Regular communication and

collaboration with families ensure that educational plans align with the student's needs at home and in the community. This holistic approach ensures consistent support across all aspects of students' lives, promoting better educational outcomes and an enhanced quality of life. Based on our data analysis, inequities exist across schools in implementing this level of support. This is largely due to the facilities, size of the school, and student enrollment. Staff do, however, try to ensure strong partnerships with families regardless of school size and location. According to a staff survey, 69 percent of respondents agree that MSSD leadership effectively responds to the needs and concerns of MSSD families, highlighting the strong relationships established with families across all data analyzed.

- 74% of LEAs agree they have a collaborative relationship with MSSD staff.
- 64% of MSSD staff agree they have a collaborative relationship with LEAs that send students to MSSD.
- 65% of LEAs agree special education programming and services in MSSD are high quality.

LEA Survey

Each MSSD school is assigned a Building Administrator responsible for directing the development and implementation of individualized instructional programs for students, ensuring that each child receives tailored educational support. They maintain a safe and orderly work environment while supervising the implementation of individualized supports and services for students enrolled. Building Administrators actively participate in eligibility, IEP, and other special education meetings to ensure that each student's needs are accurately identified and addressed.

Additionally, Building Administrators manage building-level fiscal responsibilities to support educational initiatives, participate in the recruitment, retention, and development of building staff, and plan, implement, and participate in professional learning opportunities. They also collaborate with parents, LEAs, and community agencies to build networks that support students attending MSSD. Only 58 percent of staff agree though that there is effective and consistent communication between their building and MSSD leadership. Inconsistencies in communication and operational structures complicate matters, as staff in some areas are discouraged from contacting Central Office directly, even for sensitive human resource issues, which must go through the Building Administrator and elevate through the appropriate channels. Some veteran staff members sometimes resist changes necessitated by the new population of students which also created barriers to change in MSSD's current systems and structures. This creates challenges for Building Administrators, especially when some are responsible for multiple buildings, complicating their administrative duties.

Local Education Agency (LEA) and MSSD Collaboration

LEAs work closely with MSSD to support students who are sent to their schools. Once a student enters MSSD, the sending LEA remains responsible for conducting evaluations for the student. For IEP development, there are no clear directives from MSSD. Currently, MSSD staff draft the IEP, assemble the team, manage all paperwork including Prior Written Notice (PWN), and invite the LEA to attend meetings. The LEA does, though, retain final decision-making authority over the IEP and placement, as MSSD is not the LEA. When changes to placement are considered, the LEA is involved, but MSSD staff manage any changes to service delivery and behavioral planning/BIP development for students in MSSD. Survey data reveals mixed perceptions about who is responsible for developing the IEP: 13 percent believe the LEA is responsible, 80 percent believe that MSSD is responsible, and 7 percent do not know who is responsible.

Our data analysis shows that MAP-A student scores do not return to the LEA because MSSD students are not in the LEA's Student Information System (SIS), and LEAs do not count attendance for students attending MSSD or include them in their LEA Child Count.

While most LEAs feel that MSSD is responsible for developing the IEP, it is recommended that MSSD develop clear guidance on the roles and responsibilities of LEAs sending students to MSSD. This guidance should cover who is responsible for evaluations and IEP development, as well as who tracks the student's attendance, Child Count responsibilities, and MAP-A scores to alleviate any confusion among LEAs.

Survey responses on IEP development showed mixed opinions regarding the quality of IEPs and evaluations. While most respondents agree that evaluations are comprehensive and the quality of IEPs developed for MSSD students is appropriate, there was less agreement on the measurability of IEP goals and the regular provision of progress reports to LEAs.

LEAs were also surveyed to better understand their relationship with MSSD and identify areas for improvement. Data shows that most LEAs feel they have a collaborative relationship with MSSD staff. However, only 65 percent of LEAs agree that special education programming and services in MSSD are of high quality. Some LEAs expressed concerns with the professional learning opportunities for MSSD staff and if they are aligned with the most current practices for working with students with ESN.

Further, most LEAs surveyed did not feel that compliance monitoring for MSSD was the same as for LEAs. This discrepancy creates challenges, given that MSSD is overseen by DESE, which could introduce bias in how the program is monitored. Only 38 percent of LEAs agree that special education compliance monitoring is the same for their LEA as it is for MSSD. There is an opportunity for DESE to clarify how MSSD schools are monitored, ensuring that LEAs understand that all state and federal regulations apply to MSSD and are appropriately enforced during monitoring cycles.

LEAs expressed concerns about staffing at MSSD, with only 40 percent of survey respondents agreeing that MSSD is adequately staffed to meet the needs of all students; however, 78 percent of survey respondents believe that students attending MSSD have access to all necessary related services, such as speech, occupational therapy, physical therapy, and adapted physical education.

Overall, our data analysis indicates that LEAs find MSSD programming highly beneficial for students and families. This includes effective service delivery, family support, functional skill development, and addressing the medical needs of students. LEAs also praised the dedicated staff who support students and create a safe and accessible environment.

- 88% of LEAs agree the evaluations for MSSD students are comprehensive and provide the information the IEP team needs to develop a comprehensive IEP.
- 83% of LEAs agree the quality of IEPs developed by the IEP team accurately capture the student's disability-related needs and provide the appropriate support and services.
- 79% of LEAs agree IEP goals for students attending MSSD are measurable and aligned to core standards.
- 65% of LEAs agree progress reports are provided at regular intervals for students attending MSSD.

LEA Survey

Student Placement and Eligibility

Strengths

- **Eligibility Determination Guidance.** MSSD has developed clear guidance regarding eligibility determinations for LEAs referring students to MSSD.
- **Population Served in MSSD.** Most LEAs understand the population of students served in MSSD and the data they need to collect when making a referral to MSSD.

Opportunities

- **Eligibility Transparency and Equity.** Approximately half of LEAs survey respondents feel the process for acceptance into MSSD is transparent and equitable.
- **Acceptance into MSSD.** Not all LEAs feel students start in a timely manner once they are accepted into MSSD or receive timely communication about whether or not students are accepted into MSSD.
- **Behavioral Needs.** Many LEAs report student behaviors as the primary reason for a student not being accepted into MSSD.

MSSD has established systems and structures to support student placement in their state schools. An Eligibility Determination Resource Guide is available for staff and local education agencies (LEAs), outlining the eligibility process. DESE uses two criteria to determine eligibility for MSSD:

1. The student must have a severe intellectual disability, characterized by cognitive and adaptive behavior deficits four standard deviations below the mean, and;
2. Placement in a separate school must be the least restrictive environment (LRE) for the student.

LEAs must prepare and submit documentation to DESE for final approval. DESE provides guidance on their website, including FAQs and the Eligibility Determination Guide, for easy access to LEAs and families.¹⁶ To be accepted into MSSD, students must meet specific criteria: scoring four or more standard deviations below the mean on a standardized cognitive ability test and having deficits in two areas of adaptive functioning. The Eligibility Determination Resource Guide details these requirements and the necessary assessment data. For the LRE criterion, LEAs must justify why the local school district is not the LRE, using the Justification for Separate School Placement (JOP) form. This justification must address both the removal from general education and the removal from the LEA to a separate school. The guide provides extensive information on the data needed to support the JOP. Additionally, MSSD offers an Eligibility Submission Checklist to ensure LEAs include all required information in their submissions.

¹⁶ [MSSD: Frequently Asked Questions \(FAQ\)](#)

Survey data shows 74 percent of LEAs feel the entry and exit criteria for MSSD are clear, and 91 percent understood the population of students served. Only 53 percent, however, believe the acceptance process was transparent and equitable, and 61 percent feel there was no delay in starting once a student was accepted. This suggests that while the data collection process and understanding of the student population are clear for MSSD, roughly half of the LEAs surveyed felt the process was not entirely equitable for students being accepted into MSSD.

Survey responses showed LEAs are always not clear on why students were not accepted, and others noted the process could be lengthy at times with little transparency about where MSSD was in the eligibility determination. A few survey responses indicated concerns that MSSD was not accepting students with any behavioral challenges even though it was part of the documentation requirements for acceptance into MSSD. Some LEAs held a perception that they paid more for students that had more externalizing or physically aggressive behaviors because they required 1:1 paraprofessional support. This is an inaccurate perception, as LEAs do not pay more for students with externalizing behaviors or 1:1 support. LEAs pay different amounts based on their Local Tax effort, which is calculated by the number of students and the number of days they attend MSSD multiplied by their per day county tax rate. Providing this clarity to LEAs will support consistency of messaging and awareness of why there are differences in what each LEA pays for students attending MSSD.

- 91% of LEAs agree they fully understand the population of students served in MSSD.
- 74% of LEAs agree there are clear entry and exit criteria for students their district sends to MSSD.
- 53% of LEAs agree the process for getting students accepted into MSSD is transparent and equitable.
- 88% of LEAs agree their district understands what data should be collected before making a referral to MSSD.
- 61% of LEAs agree that once a student is accepted at MSSD, there is no delay in their starting school at MSSD.

LEA Survey

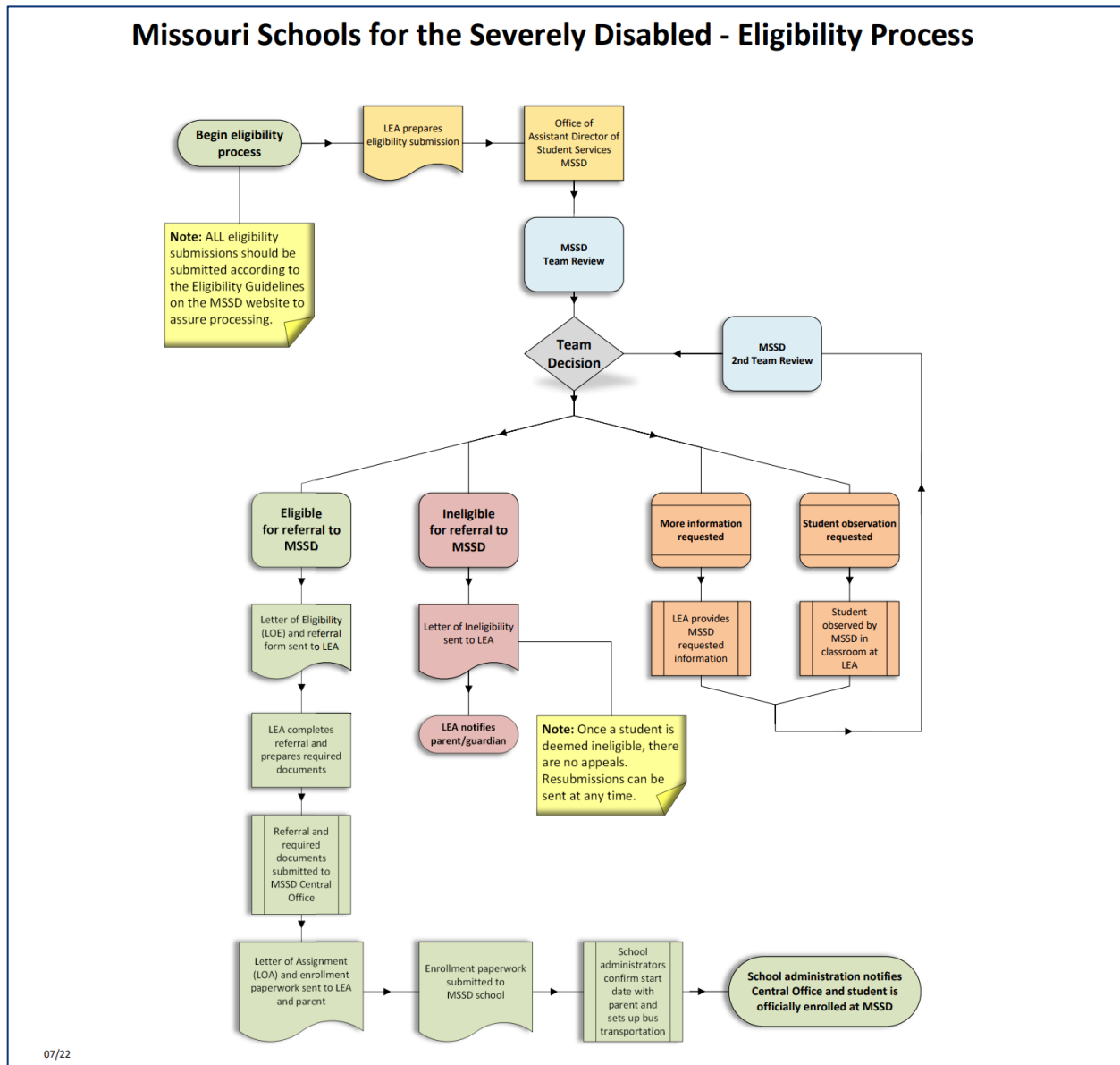
A review of the JOP requires LEAs to address several components to justify MSSD as the LRE:

- Placement options considered and rejected, with reasons to support.
- Special materials, supplies, and equipment used to modify the curriculum.
- Reasons the student cannot access the general education curriculum.
- How the student's disability affects access to the curriculum.
- Adverse effects of the student's continued placement with the LEA.
- Supplementary aids and services needed in the LEA and reasons they are insufficient.

After gathering all necessary information, LEAs submit it to the Assistant Director of Program Services, who conducts a preliminary review and sends a notification letter to the parent/caregiver within seven business days. If a student is deemed ineligible, an ineligibility letter is sent to the LEA, who can resubmit the eligibility documents if new information arises. If a student is accepted, both the LEA and the parent are notified, and the parent receives a packet to complete the enrollment process before the student begins at MSSD.

Below is the flowchart that highlights the eligibility determination process for MSSD.

Exhibit 7. MSSD Eligibility Process



DESE is currently in the process of creating a referral system for state operated programs to better automate the referral, eligibility, and determination process. They are currently using a student information system (SIS) for K-12 to track the eligibility pipeline prior to enrollment and assignment to school. When students are accepted to MSSD they are assigned through MSSD's central office team.

While it was apparent the process for eligibility determination was clearly outlined, our data analysis shows that some staff feel the population of students attending MSSD has changed over time. Some staff reported that students accepted to MSSD had more externalizing behaviors than they were equipped to serve. This often led to students being placed in different classrooms within the same school based on

their profile. Students that were medically fragile were often separated from students that exhibited more externalizing behaviors due to injuries reported by staff on students.

MSSD has also established IEP components for eligibility. These components look specifically at the student's functional skills regarding communication, mobility, motor skills, behavior, and social skills. IEP components must also include program supports and modifications that include supports such as, hand-over-hand instruction, sign language, magnification devices, iPads, PECS, electronic buttons, switches, and classroom modifications. A review of annual goals and progress reports must support a recommendation to MSSD and explain why MSSD is being considered as the LRE for the student. There was also an additional element regarding behavior in the IEP components for eligibility which looked for alignment within the IEP, evaluations and the JOP submitted.

- 99% of LEAs agree their district exhausts all resources and services before referring a student to MSSD.
- 64% of LEAs agree MSSD is their district's only option for serving students with significant disabilities.

LEA Survey

During onsite visits, there appeared to be students in some schools that did not necessarily fit the criteria mentioned above. Some students appeared to be functioning at higher levels than the profile of student MSSD typically serves. Staff noted that students can transfer back to their LEA when they demonstrate progress, but it is not a common practice given the ESN of most students. MSSD had recently started to have Building Administrators observe students in their current LEA as part of the eligibility determination process since standardized test results do not always provide an accurate representation of the student. Most staff felt this practice was helpful in determining if the student was an appropriate fit for the programming in MSSD.

LEAs expressed concerns about barriers to students being accepted into MSSD if they had behavioral challenges. Some noted that MSSD appeared to be denying students exhibiting behavioral challenges, even if these behaviors stemmed from challenges with communication and adaptive skills. This led some LEAs to question MSSD's eligibility practices, believing that students exhibiting externalizing behaviors would be denied even if they met the criteria.

Most LEAs that raised concerns about the eligibility process cited behavioral needs as the primary reason for student denial. Moving forward, it is imperative for MSSD to revise their guidance to ensure that referring LEAs understand what is required regarding behavioral data and interventions for a student to be accepted into MSSD.

Instructional Practices and Access to the Curriculum

Strengths

- **Staff Care and Compassion.** Staff in MSSD show care and compassion for the students with whom they work.
- **Functional Academics.** Functional academics are embedded throughout the school day with a variety of resources for students to access in their schools.
- **Model Schools.** There were model schools within MSSD that should serve as a training site or be utilized for professional learning to support consistency across schools.

Opportunities

- **High Expectations.** There are variations across buildings in the climate and culture of high expectations set for students.
- **Literacy Instruction.** There are limited curricula available for staff to teach students emergent literacy skills.
- **Curricular Resources.** MSSD currently uses a Build Your Own Curriculum (BYOC) model as the instructional framework, which leads to inconsistent practices and outcomes.
- **IEP Development.** There are inconsistencies in the quality of IEP development, including comprehensive evaluations for students.
- **Behavior Support and Services.** Staff require more training, plus more highly skilled staff supports, to help with student behaviors.
- **Progress Monitoring.** Clear structures and processes for progress monitoring have not been fully implemented across schools.
- **Augmentative/Alternative Communication (AAC).** Inconsistencies exist across schools for how AAC is integrated into the school day and instructional framework.
- **Related Service Providers.** Most related service providers are contracted and must rebid on their contracts, leading to inconsistencies and levels of support provided.
- **Transition Planning.** Agency involvement and comprehensive transition plans for students aged 16 and over is inconsistent.

Overview

Ensuring access to evidence-based instruction is of paramount importance for students with severe cognitive and medical disabilities. These individuals face unique challenges that require tailored educational approaches to maximize their learning potential and overall well-being.

Students with severe cognitive and medical disabilities encompass a diverse group with varying needs and abilities. These disabilities may result from conditions such as intellectual disabilities, autism spectrum disorders, traumatic brain injuries, or genetic disorders. Common characteristics include limitations in intellectual functioning, communication, mobility, and activities of daily living.¹⁷ Additionally, many individuals with severe cognitive and medical disabilities may experience co-occurring medical conditions, further complicating their educational needs.

Evidence-based instruction refers to educational practices grounded in empirical research and proven effectiveness through professional expertise to support the learning and behavior of students with disabilities.¹⁸ For students with severe cognitive and medical disabilities, access to such instruction is

¹⁷ Odom, R.H. Horner, M. Snell, & J. Blacher (Eds.), Handbook on developmental disabilities (2nd ed). New York, NY: Guilford Press.

¹⁸ [High Leverage Practices and Evidence-Based Practices: A Promising Pair](#)

essential for several reasons. First, evidence-based practices provide a structured framework for educators to deliver instruction that is tailored to the unique learning profiles and needs of these students.¹⁹ This personalized approach fosters engagement, facilitates skill acquisition, and promotes meaningful learning experiences.

Evidence-based instruction helps address the complex learning and behavioral challenges often exhibited by students with severe cognitive and medical disabilities. By drawing upon established methodologies and interventions supported by research, educators can effectively address communication deficits, sensory sensitivities, behavioral difficulties, and other barriers to learning.²⁰ This targeted intervention enhances the quality of education and promotes positive outcomes in academic achievement, socialization, and functional independence.

- 86% of staff agree their school has a solid understanding of best practices to support students with severe disabilities.
- 62% of staff agree their school has a solid understanding of Universal Design for Learning (UDL) to support implementation across all levels.

Staff Survey

Providing access to evidence-based instruction promotes equity and inclusion for students with severe cognitive and medical disabilities. By implementing practices grounded in research, educators can mitigate disparities in access to quality education and ensure that all students can reach their full potential. This commitment to equity aligns with the principles of Universal Design for Learning (UDL), which emphasize flexibility, accessibility, and accommodation to support diverse learners.²¹ For students with ESN—such as those with significant cognitive, physical, or sensory disabilities—UDL strategies are crucial. These students often require specialized supports to access the curriculum effectively. UDL ensures that instruction is flexible and accessible from the outset, reducing the need for retrofitting accommodations later. By incorporating multiple means of engagement, representation, and expression, UDL creates an inclusive learning environment where all students, including those with extensive support needs, can participate fully, learn effectively, and demonstrate their knowledge in ways that are most meaningful to them.²²

By leveraging evidence-based practices and UDL, educators can enhance the educational experiences and life opportunities of these individuals, fostering a more inclusive and equitable learning environment. This chapter will review the current instructional practices in MSSD.

High Expectations and Presumed Competence

To create a climate and culture where all students thrive, beliefs and actions must be established that support high expectations for all students. Oftentimes, teachers can unknowingly lower expectations for students with disabilities to support them in the classroom. As the field of education focuses on increasing student achievement, particularly for students with disabilities, it is critical to examine the effect of research-based instructional practices and socioeconomic status on academic achievement, but also any other factors that may potentially have a positive impact. The current achievement levels for students with disabilities nationwide are still behind that of their counterparts, which suggests that providing schools with extra funds and an aligned curriculum alone will not raise student achievement. As educational leaders are being held more responsible for student outcomes, it is necessary to adequately identify factors that can hinder student progress and understand how a culture of academic optimism can cultivate a growth mindset, and therefore, student achievement.

¹⁹ [CEEDAR Center: Evidence Based Practices for Students with Severe Disabilities](#)

²⁰ Wheeler, J.J., Baggett, B.A., Fox, J.L., & Blevins, L (2017). Meeting the needs of students with severe disabilities: Instructional models and strategies. Guilford Press

²¹ [CEEDAR Center: Universal Design for Learning: Recommendations for Teacher Preparation and Professional Development](#)

²² CAST (2018). Universal Design for Learning Guidelines version 2.2. <http://udlguidelines.cast.org>

Dr. Wayne Hoy and his colleagues suggest that connecting three important characteristics of schools can produce a potent and positive influence on academic achievement, even in the face of low socioeconomic status, previous performance, and other demographic variables such as school size or minority enrollment.²³

- **Academic emphasis** – the extent to which a school is driven by a belief system that includes high expectations for students to achieve academically.
- **Collective efficacy of the faculty** – the belief that the faculty can make a positive difference in student learning.
- **Faculty's trust in parents and students** – faculty, administrators, parents, and students cooperate to improve student learning; trust and cooperation among parents, teachers, and students influence student attendance, persistent learning, and faculty willingness to try new practices.

- 86% of staff agree their school effectively communicates the importance of high expectations for all students.
- 95% of staff agree that students at their school are treated with care and compassion by school staff.

Staff Survey

Academic optimism involves a shared belief among faculty that academic achievement is important, that the faculty has the capacity to help students achieve, and that students and parents can be trusted to cooperate with them in this effort. In brief, there is a schoolwide confidence that students will succeed academically. A school community with high academic optimism believes that faculty can make a difference and that all students can learn and achieve high levels of academic performance. Findings from the research show a significant positive relationship between teachers' academic optimism and students' academic achievement.

Coupled with academic optimism, a growth mindset is defined as a belief that construes intelligence as malleable and improvable. Learners with a growth mindset tend to embrace lifelong learning and the joy of incremental personal growth.²⁴ Teachers who believe in a growth mindset and that all students can learn, support the academic optimism's construct. Combined with academic optimism and a growth mindset, is presumed competence. Presumed competence supports the belief that all students should have meaningful access to grade-level curriculum and in the absence of conclusive evidence, teachers assume that all students can participate (with the appropriate support) in the general curriculum. This means that staff take an asset-based approach to teaching and instruction and use appropriate assessments to measure and show what students can do with the proper support.

MSSD Practices

During our school visits to observe programs for students with significant disabilities, we noted considerable variations in how staff approached students from a growth mindset, presuming their competence. In some schools, staff demonstrate strong instructional practices in basic academic skills, create welcoming environments, and engage students in tasks that are well-aligned with their ability levels. These schools foster a positive and inclusive atmosphere where students are actively engaged in meaningful activities throughout the day, whether in academic, social, or functional skill areas. Visual

²³ Hoy, W. K., Tarter, C.J., & Woolfolk Hoy A. (2006). Academic optimism of schools: A force for student achievement. Working Paper. The Ohio State University. <http://www.waynehoy.com/school-academic-optimism/>

²⁴ Retrieved from: [The Neuroscience of Growth Mindset and Intrinsic Motivation](#)

supports promoting a growth mindset were prominently displayed, and staff were proactive in encouraging students' progress and development.

One exemplary school had a Communication Card for every student, detailing how each student communicated, their strengths and areas of interest, and the best ways to interact with them. This practice ensured that all adults entering the room could engage meaningfully with the students, enhancing the students' learning experiences and fostering an environment of high expectations.

In contrast, other schools demonstrate significant gaps in these practices. In some buildings, students were not actively engaged in meaningful activities and were often observed in free time activities for the bulk of the observation rather than receiving high-quality instruction. These schools appeared to have significant downtime, with limited time dedicated to teaching and learning.

Staff in these settings, while showing care and compassion for the students, did not always translate this into having high expectations for what students could achieve and how to maximize time spent on learning. The absence of structured scheduling and time dedicated to teaching and learning contribute to lower levels of student engagement and less effective instructional practices in these schools. While the PCG team recognizes these observations were only a snapshot in time, these practices were widespread enough to generate concern. However, there were model schools that can be used as the basis for how all MSSD schools should operate.

- 83% of staff agree MSSD leadership has high expectations for students in MSSD.
- 91% of staff agree that school staff have high expectations for students in MSSD.

Staff Survey

In focus groups and interviews there were varied opinions on instructional practices within MSSD. Some staff felt that MSSD should focus solely on functional academics while others supported built-in opportunities for basic academic skills. There was evidence some schools do, indeed, provide both by using centers to support student learning. In one building, students were working one-to-one with staff on discrete skills that were tailored to their individual needs. In another school, students were grouped by ability, with some students working on identifying words, one student working on basic numeracy through counting and sorting, and two students grouped together that had more medical needs that were working on selecting different sensory tools. This classroom exemplified strong use of differentiated instruction that met the needs of each student and how to effectively use teacher aides to support instruction.

While care and compassion for students are essential elements of a supportive educational environment, they should not be confused with having high expectations for student achievement. Care and compassion involve understanding and responding to students' needs with empathy and kindness, ensuring they feel safe and valued. Without the complement of high expectations however, these well-intentioned actions can inadvertently limit students' potential. High expectations are critical as they challenge students to reach their full capabilities, fostering resilience and growth. When educators fail to set high expectations, they may unintentionally convey a lack of belief in the students' abilities, which can undermine students' confidence and motivation. Thus, a balance of care, compassion, and high expectations is necessary to truly support students and enable them to thrive academically, socially, and functionally.²⁵ We encourage staff not to think of high expectations as unreasonable expectations, but that staff create intentional room for students to grow and not lower expectations that may restrict their potential.

Overall, our data analysis revealed that while care and compassion for students were evident across all schools, the implementation of high expectations and structured supports varied widely. It is crucial for all

²⁵ Retrieved from: [Education Equity: The Necessity of Having High Expectations by Kristine Napper \(2019\)](#)

schools to adopt and consistently apply best practices that presume competence and foster a growth mindset, ensuring that all students receive the high-quality education they deserve.

Literacy Instruction

Students with significant disabilities possess the capacity to learn and develop literacy skills, including reading and writing, when provided with appropriate support and instruction tailored to their individual needs. While their learning journey may require specialized approaches and accommodations, research and practice demonstrate that these students can make meaningful progress in literacy.²⁶

Utilizing strategies such as augmentative and alternative communication (AAC), multisensory instruction, adapted materials, and assistive technology, educators can scaffold their learning experiences to promote engagement and comprehension.²⁷ Furthermore, fostering a supportive and inclusive learning environment that values each student's unique abilities and strengths is crucial in empowering students with significant disabilities to unlock the independence that comes with literacy proficiency. By recognizing and nurturing their potential, educators can pave the way for these students to become active participants in the world of reading and writing, enhancing their overall quality of life and supporting lifelong learning.²⁸

Students with significant disabilities require and deserve the best instruction and learning experiences that schools offer to learn to read, write, and communicate. Therefore, it is critical that all MSSD staff maintain "literacy optimism," a belief in the ability to learn.²⁹

The Literacy Bill of Rights for people with disabilities is a framework designed to ensure that all individuals, regardless of their abilities, have access to the fundamental components of literacy. This Bill of Rights emphasizes that literacy is a basic human right and that individuals with disabilities should not be excluded from literacy opportunities. Below are the key components of the Literacy Bill of Rights.

Exhibit 8. Literacy Bill of Rights³⁰

Literacy Bill of Rights	
All persons, regardless of the extent or severity of their disabilities, have a basic right to use print. Beyond this general right, there are certain literacy rights that should be assured for all persons. These basic rights are:	
1.	The right to <i>an opportunity to learn</i> to read and write. <i>Opportunity</i> involves engagement in active participation in tasks performed with high success.
2.	The right to have <i>accessible</i> , clear, and meaningful, culturally and linguistically appropriate texts at all times. Texts, broadly defined, range from picture books to newspapers to novels, cereal boxes, and electronic documents.
3.	The right to <i>interact with others</i> while reading, writing, or listening to a text. Interaction involves questions, comments, discussions, and other communications about or related to the text.
4.	The right to life <i>choices</i> made available through reading and writing competencies. <i>Life choices</i> include employment and employment changes, independence, community participation, and self-advocacy.
5.	The right to <i>lifelong educational opportunities</i> incorporating literacy instruction and use. Literacy <i>educational opportunities</i> , regardless of when they are provided, have potential to provide power that cannot be taken away.
6.	The right to <i>have teachers and other service providers who are knowledgeable</i> about literacy instruction methods and principles. <i>Methods</i> include but are not limited to instruction, assessment, and the technologies required to make literacy accessible to individuals with disabilities. <i>Principles</i> include, but are not limited to, the beliefs that literacy is learned across place and time, and no person is too disabled to benefit from literacy learning opportunities.

²⁶ Retrieved from: [Literacy for All Alliance: Literacy Instruction for Students with Significant Disabilities](#)

²⁷ Ibid.

²⁸ Ibid.

²⁹ Erickson, K. A., & Koppenhaver, D. A. (2020). *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write*. Brookes Publishing Company.

³⁰ Yoder, D.E., Erickson, K.A., and Koppenhaver, D.A., [1997]. *A literacy bill of rights*. Chapel Hill: University of North Carolina at Chapel Hill, Center for Literacy and Disability Studies.

7. The right to live and learn in *environments* that provide *varied models of print use*. *Models* are demonstrations of purposeful print use such as reading a recipe, paying bills, sharing a joke, or writing a letter.
8. The right to live and learn in environments that maintain the *expectations and attitudes* that *all individuals are literacy learners*.

The Literacy Bill of Rights underscores the importance of equitable access to literacy for all individuals, recognizing that literacy is essential for personal empowerment, social inclusion, and lifelong learning. It calls for a commitment from educators, families, and communities to uphold these rights and ensure that people with disabilities can achieve their full literacy potential.

MSSD Practices

MSSD has largely focused on functional academics which is included in MSSD's mission statement: to "ensure students learn functional academics in a safe environment to be integrated into their home, community, activities, and work."³¹ While functional academics are a critical focal area for students attending MSSD, literacy skills should hold an equal focus in students' educations.

Upon reviewing the data, it is evident that MSSD lacks a formal curriculum to support literacy skills for students with significant disabilities. Research indicates that the presence of effective strategies for fostering emergent literacy skills can have a great impact, even among students with profound cognitive disabilities.³² While conducting interviews with staff and observing classroom practices, instances were found where educators provided targeted instruction in literacy skill development. Some classrooms showcased a commendable dedication from staff toward helping students acquire emergent literacy skills, even with considerable support. These exemplary instructional practices should serve as a model from which other MSSD schools can learn. Despite this, our analysis revealed a lack of professional learning initiatives focused on emergent literacy skills and best practices for instructing students with ESN. Although some staff and Building Administrators have successfully integrated these practices into their instructional frameworks, this approach is not consistent across all schools.

Presently, there seems to be a fragmented academic culture within MSSD, with a predominant focus on functional academics. While some staff members have incorporated the Dynamic Learning Map (DLM) Essential Elements³³ into their teaching, not all educators share this understanding or belief regarding instruction for students with significant disabilities. MSSD is currently in the process of developing its own inventory of tools and assessments at the Central Office level to support student learning. This initiative involves aligning the DLM with assessments like MAP-A, Embarc, and Brigance to identify specific skills for teachers to target with their students. The current curriculum framework relies heavily on a "build your own curriculum" (BYOC) approach, where staff save and share lesson plans focused on specific DLM Essential Elements. Some staff appreciated the autonomy in this approach as they need to plan for students across grade and age spans. However, our data suggests that not all staff members are utilizing this approach consistently or finding it dependable as a curriculum resource. Considering the existence of curricula designed for teaching literacy skills to students with significant disabilities and current research in this area, it would be advantageous for MSSD leadership to explore these options to promote consistency and fidelity in literacy instruction.

³¹ [Missouri Schools for the Severely Disabled: Mission Statement](#)

³² [CEEDAR Center: Literacy Instruction for Students with Multiple and Severe Disabilities Who Use Alternative/Augmentative Communication](#)

³³ [Dynamic Learning Maps Essential Elements for English Language Arts](#)

Functional Academics

Functional academics serve a vital purpose for students with ESN, aiming to equip them with the essential skills required for independent living and meaningful participation in society. These skills encompass various aspects of daily life, such as personal hygiene, household management, money management, and social interaction. By focusing on functional academics, educators aim to empower students with the practical knowledge and abilities necessary for navigating real-world scenarios successfully. However, it's imperative to strike a balance between teaching functional skills and ensuring the development of basic academic competencies like literacy and math.³⁴ Integrating these two aspects within the school day requires careful planning and coordination. As part of this planning educators should unpack standards to create alignment across the curriculum and determine access points for individual students. Educators can implement strategies such as incorporating functional activities into academic lessons, providing targeted instruction tailored to individual student needs, and establishing structured routines that allocate time for both functional and academic learning. By adopting a balanced approach, educators can ensure that students with ESN receive a comprehensive education that prepares them for both independent living and academic success.

- 84% of staff agree that special education programming and services at their school(s) is high-quality.

Staff Survey

MSSD Practices

Based on our data analysis, there has been a notable emphasis on functional academics, and prioritizing skills that are essential for daily living. For students with diverse learning needs, this approach can offer valuable preparation for independent living in the future. Some schools have taken this commitment further by integrating simulated living spaces within their schools that students can practice in throughout the school day. These spaces, complete with bedrooms, laundry facilities, and kitchens, serve as real-world environments for students to develop key life skills. By engaging in tasks like meal preparation, laundry management, and bedroom organization, students gain hands-on experience that fosters autonomy and self-sufficiency.

However, in some instances, the focus on functional skills appears to overshadow the development of fundamental literacy and math abilities. In several instances data show some staff did not feel that academics should be a focus for students attending MSSD and that functional academics and keeping students comfortable and safe while at school are the primary focus areas. While this practice is commendable, concerns arise when this emphasis comes at the expense of essential academic competencies. Additionally, observations have been made regarding the allocation of free time within some schools that may take away from time spent on learning. While allowing students leisure time can be beneficial for their overall well-being, it's essential to ensure that this freedom is balanced with meaningful learning opportunities. While 84 percent of staff felt the special education programming at their school was high-quality, when students are granted substantial free time for activities like playing games or watching videos, the connection to the instructional day may become blurred. Striking a balance between fostering independence through functional academics and maintaining a robust academic curriculum is crucial for providing a comprehensive educational experience.

Curricular Resources

Curricular resources are essential for developing a high-quality program for students with ESN, as they provide structured, evidence-based frameworks that guide instruction and ensure consistency across

³⁴ Ain, G. (2018). Appropriate Curriculum for Students with Severe Disabilities [Review of *Appropriate Curriculum for Students with Severe Disabilities*]. *Education Resource Information Center (ERIC)*, 1–19.

settings. These resources offer clear, sequentially organized content that helps educators deliver targeted and effective teaching, tailored to the unique learning profiles of their students. Key elements in developing strong programming include the integration of comprehensive, research-backed curricula that address both academic and functional skills, professional development for staff to stay abreast of best practices, and the use of individualized assessments to monitor progress and inform instruction. Educators should be trained to unpack standards in a meaningful way that allows individual access points to be addressed in each lesson. Additionally, fostering a collaborative environment where educators can share strategies and resources enhances instructional quality. By incorporating these key elements, schools can create robust learning experiences that allow students with ESN to reach their full potential.

MSSD Practices

As noted earlier, staff employ a "Build Your Own" approach for curriculum in MSSD that allows staff to craft lesson plans tailored to the individual needs of students. Some staff save lesson plans in a shared drive for MSSD so all staff can access these lesson plans. Inconsistencies were noted by staff utilizing the shared drive to develop lessons plans, which is why an adopted curriculum is recommended for MSSD. This will support fidelity of implementation and training for staff in instructing students in ESN. While MSSD's current method allows for personalized instruction, it also leads to inconsistencies in delivery and makes it difficult to ensure all students are receiving high-quality instruction rooted in best practices for students with ESN.

MSSD groups students are grouped based on their specific needs, with those having significant medical needs often separated from students exhibiting more externalizing behaviors. This grouping strategy can be beneficial for addressing the distinct requirements of each student group but may also limit opportunities for age-appropriate peer interactions in some cases.

There are also inconsistencies in progress monitoring processes across the schools. While staff members spoke about their methods for monitoring progress, there was little evidence of systematic implementation observed in the schools or within the reviewed IEPs. The MAP-A scores are not used as a basis for staff evaluations or progress monitoring for overall student outcomes. Instead, IEP goals are cited as the primary metric for student progress. However, it was noted that these goals often remained unchanged or showed minimal variation from year to year in some cases. An exception was one school that reported using a monitoring sheet for daily data collection on goals and objectives, but this practice was not widespread. The lack of curricula supporting systematic progress monitoring is a gap that needs addressing to ensure consistent academic development.

Access to technology also varied widely across different settings. Some schools were well-equipped with Smart Boards and various technological tools to support instruction, while others lacked such resources or did not utilize them effectively. This disparity suggests a need for professional development focused on integrating technology into instruction, as it is crucial for implementing UDL strategies for students with ESN.

The presence of clear routines and structured learning time also varied between schools. Some schools maintained highly structured days, whereas others had less defined schedules, raising concerns about the alignment of instructional activities with educational standards and specific student skills. Establishing consistent routines and aligning instruction with standards is vital for maximizing educational outcomes and ensuring all students receive high quality instruction.

In summary, the current state of MSSD reveals several areas requiring attention to enhance the instructional framework of students with ESN. The absence of an adopted curriculum leads to inconsistencies in instructional delivery, as staff rely on a "Build Your Own" approach. While this allows for individualized instruction, it lacks the standardization necessary to ensure high-quality education rooted in best practices. Student groupings based on specific needs, such as separating those with significant medical requirements from those with externalizing behaviors, address individual needs but

may limit peer interactions. Additionally, inconsistencies in progress monitoring highlight the need for a more systematic approach, as current practices are sporadic and not uniformly implemented. Technology access varies widely, indicating a need for professional development to integrate technology effectively into instruction. Lastly, the variation in structured learning routines across schools underscores the necessity of establishing consistent schedules aligned with educational standards. Addressing these gaps is crucial for providing a comprehensive and cohesive educational experience that meets the diverse needs of all students.

Individualized Supports

Collaborative Teaming, Co-Treating, and Co-Serving

Collaboration amongst professionals is multi-dimensional. It requires a deep commitment on the part of all professionals with a common belief that the efforts of two are exponentially greater than those conducted in isolation. However, a commitment to collaboration is not sufficient. It must be accompanied: by 1) strong communication (both verbal and non-verbal) between professionals, 2) the ability to connect in a shared problem-solving interaction, and 3) the commitment to carry out, with fidelity, co-treating and co-serving models, where special education teams work together to meet the specialized needs of students with disabilities.³⁵

Effective collaborators use respectful and effective communication skills to promote positive relationships and build trust among professionals and families. Effective collaborators are aware of and continue to hone their collaboration and communication (verbal and non-verbal) skills when interacting with others.³⁶ They also encourage others to share their knowledge and perspectives. Often during the collaborative teaming process, there are interpersonal challenges or differences of opinion. When teachers and other professionals are effective collaborators, they are ready to interact positively and productively with diverse individuals in the school and community.³⁷

Collaborative practices are influenced by multiple factors across schools, staff, and staff training as well as across different school cultures. These factors may include master scheduling, staff's attitudes regarding collaboration, staff understanding of the consultation model, and how to co-plan, co-serve, co-treat, and co-assess as a collaborative team. For collaborative teaming to be effective, it takes district-wide support from district and school leaders who can foster a collective commitment to the collaborative teaming process overall by dedicating their energy to areas of professional learning, increasing team members' collaborative skills, creating schedules that support collaboration, and an ongoing effort to create collaborative structures from which the district can build upon.³⁸

In special education, both co-serving and co-treating are collaborative instructional approaches that involve staff working together to support students with diverse needs. The MSSD model would not allow for a traditional co-teaching model with a general educator and special educator, but it could support co-treating practices as it relates to special education teachers and related service providers.

Co-treating is when practitioners from different professional disciplines can effectively address their treatment goals while the student is engaged in a single therapy session.³⁹ In schools this can look like the OT and SLP working together simultaneously to target skill-building in their respective discipline

³⁵ McLeskey, James, et al. *High Leverage Practices for Inclusive Classrooms*. London, Routledge, 2022.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Barron, T and Friend, M, 2019. Collaborating with Colleagues to increase student success.

Billingsley, B., Brownell, M.T., Lewis, T, Maheady, L., and McLeskey, J. *High Leverage Practices for Inclusive Classrooms*. <https://highleveragepractices.org/sites/default/files/2020-10/colaborationfinal.pdf>

³⁹ [ASHA: Joint Guidelines for Therapy Co-Treatment Under Medicare](#)

during a session with an individual student or small group of students. The American Speech-Language-Hearing Association (ASHA) outlines when co-treating is appropriate as follows:⁴⁰

- Co-treatment is appropriate when coordination between the two disciplines will benefit the student, not simply for scheduling convenience.
- Documentation should clearly indicate the rationale for co-treatment and state the goals that will be addressed through this method of intervention.
- Co-treatment sessions should be documented as such by each practitioner, stating which goals were addressed and the progress made.
- Co-treatment should be limited to two disciplines providing interventions during one treatment session.

- 81% of staff agree there is an effective process by which they collaborate with each other regarding the needs of students in MSSD.
- 57% of staff agree that special education staff have collaborative planning time to prepare effective instruction for students.

Staff Survey

Co-serving, on the other hand, is a collaborative approach where educators work in parallel rather than jointly teaching within the same classroom. Each educator may work with a smaller group of students or focus on different aspects of instruction or support, complementing each other's efforts to meet the diverse needs of students. Co-serving allows professionals with different skill sets and expertise to work together, pooling their knowledge to create a comprehensive support system for students with disabilities. While they may not directly teach in the same classroom simultaneously, co-servers align their efforts to ensure that students receive multifaceted support tailored to their specific needs. This collaborative model aims to maximize the effectiveness of interventions and support strategies for students with diverse learning needs.

There are a variety of ways to establish collaborative teaching structures that will meet the needs of staff that may not be able to meet at a regularly scheduled time every week or have limited time in their schedules. The TIES Center provides a rich framework for how collaborative teaching structures can be developed even when teachers may be short on time.⁴¹

MSSD Practices

The current structures that exist within MSSD consist of some co-serving (i.e., push-in model) and pull-out for related services (e.g., speech, OT, and PT) for students. Staff report a push-in model for related services is common and beneficial so that teachers and paraprofessionals can support carryover and generalization of skills outside of therapy sessions. Some staff feel a pull-out model was more beneficial in certain cases as classrooms could be small, busy, or loud, which could be distracting to students when receiving their services, and smaller, less distracting spaces allowed students to pay attention to the task demands.

- 81% of staff agree there is sufficient communication between special educators and related service providers about the needs and progress of students in MSSD.
- 80% of staff agree there is sufficient communication between special educators and teacher aides about the needs and progress of students in MSSD.

Staff Survey

During observations of schools, some related service providers deliver services in adapted physical education (APE) classes. This practice is met with mixed feelings regarding using this time for both

⁴⁰ [ASHA: Guidelines for Therapy Co-Treatment Under Medicare](#)

⁴¹ [TIES Center: The 5-15-45 Tool](#)

services for students. While some staff feel it was helpful, other staff felt it took away from therapy time. In these cases, it would be helpful for teams to have collaborative teaming time to determine which students would most benefit from a co-treat model and which students would benefit from individual therapies based on their level of need.

A review of data from focus groups and survey responses reveals that most staff (80 percent) believe there is an effective process in place for collaborating on the needs of students in MSSD. Additionally, staff felt there is adequate communication between special educators, related service providers, and teacher aides regarding student needs and progress. However, only 57 percent of staff agree that they have sufficient collaborative planning time to prepare effective instruction for students.

To meaningfully address student needs and discuss progress, it is crucial for staff to have dedicated time for collaboration to make necessary adjustments to instruction. While the staff feel that collaboration is occurring, the lack of scheduled collaborative time raises concerns about the effectiveness of the current structures. Without consistent and planned collaboration time, it is challenging to ensure that instructional strategies and support are tailored to meet the diverse needs of the students. Addressing this gap by scheduling regular collaborative planning sessions could enhance the effectiveness of instruction and support for students in MSSD.

Assistive Technology and Augmentative and Alternative Communication

Augmentative and Alternative Communication (AAC) is a vital component of educational programming for students with severe disabilities. AAC encompasses a range of communication methods, including picture boards, speech-generating devices, and gesture-based systems, which support or replace spoken language for students who have complex communication needs.⁴² The importance of AAC cannot be overstated, as it provides these students with the essential tools to express their thoughts, needs, and emotions, significantly enhancing their ability to participate in both academic and social activities.

Effective utilization of AAC in the classroom is critical to ensuring that students with severe disabilities can access the same educational opportunities as their peers.⁴³ High-quality programming for students with disabilities must prioritize communication support as a foundational element. This includes not only the provision of appropriate AAC devices and tools but also the integration of these tools into daily instruction and activities. When students are equipped with the means to communicate, their engagement and learning outcomes improve, leading to greater academic success and social development.⁴⁴

Training for staff and families on the use of AAC is equally important. Educators, related service providers, and families must be well-versed in the various AAC systems and strategies to effectively support students' communication needs. Comprehensive training ensures that all individuals involved in the student's education can provide consistent and informed support, facilitating the student's use of AAC in diverse settings.⁴⁵ Moreover, when families are trained to use AAC, it supports communication at home, reinforcing the student's learning and enabling them to express themselves more fully in all aspects of their life.

Investing in AAC and ensuring thorough training for staff and families are critical steps toward creating an inclusive and supportive educational environment. By doing so, students with severe disabilities can overcome communication barriers, enabling them to achieve their full potential and participate meaningfully in their communities.⁴⁶

⁴² Beukelman, D. R., & Light, J. C. (2020). *Augmentative & alternative communication: supporting children and adults with complex communication needs* (5th ed.). Paul H. Brookes Publishing Co., Inc.

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.

MSSD Practices

During school visits, some evidence of assistive technology (AT) and AAC use was observed. Many districts rely on Missouri Assistive Technology (MoAT), an organization dedicated to increasing access to assistive technology for Missourians with disabilities of all ages. However, there is a noticeable lack of formal evaluations to determine students' abilities to use AT and AAC. Some staff report that they rely on a trial-and-error approach, with minimal training provided for both staff and families on the effective use of AAC.

MSSD utilizes the Communication Matrix, an assessment tool designed for students with severe disabilities to evaluate their communication abilities and progress. This tool identifies specific communication skills a student currently possesses and outlines a clear pathway for developing more advanced abilities. By providing a comprehensive profile of a student's communicative behaviors, the Communication Matrix helps educators and families tailor interventions and supports to meet the student's unique needs, fostering effective and meaningful interactions.⁴⁷

While it was reported that the Communication Matrix is used, its application was not evident in our data collection. This raises questions about its implementation at the building level to support students' communication needs and establish a baseline for growth. Additionally, data indicate that AAC usage is not equitable across schools. Some Building Administrators work with Home School Coordinators to ensure access to various tools, while other schools do not prioritize this similarly.

The use of AAC varies widely across schools, raising concerns about the consistency and effectiveness of communication support structures for students. This inconsistency should be closely looked at by MSSD leadership given that behavior challenges for students with significant disabilities often stem from their inability to communicate their wants and needs effectively. While some teachers were observed using picture symbols on lanyards to provide immediate communication support as one strategy, this practice was not universal.

To address these issues, there is a need for structured processes to ensure that all staff are adequately trained in AAC and that every opportunity is maximized for supporting student communication in modalities appropriate to each student. Numerous resources are available to support this training, including online certification classes for AAC offered free of charge by the University of Kansas Human Development Institute through the Low Incidence Initiative-Teaching Academic Age-appropriate Learning via Communication (TAALC) program.⁴⁸

Implementing these resources and establishing consistent training and evaluation processes will help ensure that all students have the necessary support to communicate effectively, thereby reducing behavior challenges and enhancing overall educational outcomes.

Related Services

Related services are a cornerstone of high-quality programming for students with ESN. These services, which include speech therapy, occupational therapy, physical therapy, and other specialized interventions, play a vital role in ensuring that students receive a comprehensive and individualized education.⁴⁹ By addressing the physical, emotional, and communicative challenges students face, related services facilitate more effective learning and engagement in the classroom.

Related services help to remove barriers to learning by addressing specific disabilities that hinder a student's ability to participate fully in their education. For example, speech therapy can assist students with communication difficulties, enabling them to express their needs and understand instructions more

⁴⁷ [Communication Matrix Assessment](#)

⁴⁸ [HDI Learning: TAALC 101 Listen Up Series](#)

⁴⁹ Pennington, Robert, et al. *High Leverage Practices and Students with Extensive Support Needs*. Taylor & Francis, 21 Nov. 2022.

clearly.⁵⁰ This not only improves their academic performance but also their social interactions and emotional well-being. According to the IDEA, related services are defined as transportation and such developmental, corrective, and other supportive services required to assist a child with a disability to benefit from special education.⁵¹

Related services such as occupational and physical therapy are critical for students with physical impairments. Occupational therapists help students develop the fine motor skills necessary for daily activities such as writing, using tools, and managing self-care tasks. Physical therapists, on the other hand, focus on improving gross motor skills, mobility, and overall physical coordination. These therapies ensure that students can navigate their environments safely and fully participate in school activities if possible. The American Occupational Therapy Association (AOTA) emphasizes the role of occupational therapy in promoting participation in meaningful activities across the lifespan, which is crucial for students with disabilities.⁵²

Moreover, related services support the creation of a comprehensive educational plan that is tailored to each student's needs. They provide critical insights into the student's abilities and challenges, informing the development of IEPs. These insights ensure that educational goals are realistic, measurable, and aligned with the student's capabilities. By collaborating with teachers and other educational professionals, related service providers help to integrate therapeutic strategies into the classroom, creating a more supportive learning environment.

The integration of related services into the educational plan also promotes consistency and continuity in the student's learning experience. Regular and coordinated interventions across different service areas help reinforce skills and strategies, making it easier for students to generalize what they learn in therapy to other settings. This approach ensures that all aspects of a student's development are addressed, promoting greater academic and social success.⁵³

Related services are essential for the development of high-quality programming for students with ESN. They address specific disabilities, facilitate meaningful participation in school activities, and contribute to the creation of comprehensive and individualized educational plans. The effective integration of these services ensures that all students receive the support they need to thrive academically, socially, and physically.

MSSD Practices

The provision of related services at MSSD is primarily facilitated through contracted service providers, with contracts typically rebid every three years. This process, however, poses challenges for staff, who express concerns about the disruption caused by frequent turnover and the loss of institutional knowledge as providers become familiar with students and the school culture. Additionally, staff report having very strong providers some years and challenges with providers in other years when these shifts occur after contracts are bid, which make consistency of student progress challenging. Despite some providers expressing interest in direct employment with MSSD, this option has reportedly not been recently explored, and contracted providers do not receive any formal training specific to the unique needs of the MSSD student population.

Services are delivered using both push-in and pull-out models, tailored to meet individual student needs and ensuring that IEP goals are integrated into the daily routine. However, some participants reported reductions in services without proper evaluation or input from related service providers, a practice that is viewed as inappropriate and potentially detrimental to student progress. Although related service

⁵⁰ [ASHA: Speech and Language Services in Schools](#)

⁵¹ IDEA. (2004). Individuals with Disabilities Education Act. <https://sites.ed.gov/idea/>

⁵² American Occupational Therapy Association (AOTA). (2020). Occupational Therapy's Role in Schools. <https://www.aota.org/practice/school-based.aspx>

⁵³ Pennington, Robert, et al. *High Leverage Practices and Students with Extensive Support Needs*. Taylor & Francis, 21 Nov. 2022.

providers are typically not present at IEP meetings, they contribute valuable input to special education teachers and update their goals and objectives. Observations during onsite visits showed instances of collaborative service delivery, particularly in settings such as adapted physical education (APE) classes, where occupational and physical therapists provide push-in support. This was also seen in the classroom with some providers pushing in, while in other cases, students are pulled out to receive services to prevent distractions.

Data shows procuring necessary equipment poses additional challenges due to budget constraints for related service providers, limiting options to specific, often more expensive approved vendors. This not only complicates the procurement process for APE teachers but also hampers their ability to implement effective instructional strategies. Moreover, some related service staff find themselves diverted from their assigned duties to address student behaviors, underscoring the need for a more comprehensive approach to behavior support within the school environment. Additionally, the absence of an APE certification in Missouri presents a hurdle for these teachers, who must rely on on-the-job learning and external training opportunities, such as those offered by institutions like the Missouri School for the Blind, to develop appropriate accommodations and modifications. Despite these challenges, APE teachers collaborate closely with classroom educators to align individual student goals with state curriculum standards, ensuring a cohesive approach to student development. Lastly, disparities in space availability across schools further compound the issue, with some locations facing space constraints while others enjoy more favorable conditions, with separate physical education and related services rooms, highlighting the need for equitable distribution of resources and facilities to support comprehensive service delivery across MSSD.

Behavior – Functional Behavior Assessments and Behavior Intervention Plans

Conducting Functional Behavior Assessments (FBAs) and developing Behavior Intervention Plans (BIPs) is critical for supporting students with significant disabilities, particularly those with limited verbal abilities. FBAs help educators understand the underlying causes of challenging behaviors by systematically identifying the functions these behaviors serve for the student. By analyzing the antecedents (what happens before the behavior), the behavior itself, and the consequences (what happens after the behavior), educators can discern patterns and motivations. This understanding is crucial for developing effective strategies that address the root causes rather than merely managing the symptoms of the behavior.⁵⁴

For students with limited verbal abilities, who often struggle to communicate their needs and desires effectively, challenging behaviors can become a primary mode of expression. Without the ability to verbalize discomfort, frustration, or other needs, these students may resort to behaviors that can disrupt their learning and social interactions. By conducting FBAs, educators can identify what the student is trying to communicate through their behavior. Subsequently, BIPs can be crafted to teach alternative, more appropriate ways of communicating and to modify the environment to better meet the student's needs. This dual approach not only reduces the occurrence of challenging behaviors but also promotes the student's overall well-being and inclusion within the educational setting. Proper implementation of FBAs and BIPs fosters a supportive environment where students with significant disabilities can thrive, learn, and engage more effectively with their peers and educators.⁵⁵

⁵⁴ McLeskey, James, et al. *High Leverage Practices for Inclusive Classrooms*. London, Routledge, 2022.

⁵⁵ Pennington, Robert, et al. *High Leverage Practices and Students with Extensive Support Needs*. Taylor & Francis, 21 Nov. 2022.

MSSD Practices

Data collection shows that most participants expressed significant concerns regarding student behavior. Behavior challenges were consistently identified as a barrier to instruction, with students frequently described as exhibiting "violent" or "aggressive" behaviors. Many staff members feel they lack the training and adequate staffing needed to manage these behaviors effectively. Although staff are trained through Crisis Prevention Intervention (CPI), many believe it is insufficient to address the level of need that students present. There is a growing concern among staff that they are receiving a different population of students than they have traditionally served, leading to increased challenges in managing behavior. In some schools, students have been divided based on their behavior profiles, with those exhibiting more externalizing behaviors separated from more medically fragile students to prevent harm. This division has led to the belief that there are two distinct profiles of students attending MSSD.

In response to these challenges, MSSD has developed a team of Behavior Specialists to support each of the three Areas with students exhibiting significant behaviors. Building Administrators can reach out to these specialists when needed, and the specialists will assess what is already in place. They typically spend 4-5 weeks collecting data through functional assessment interviews to better understand the behaviors of concern. Based on this data, they determine if a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) are necessary. Although the Behavior Specialists try to offer support and training to staff, their time is stretched thin, and they always start by evaluating the communication needs of students and the support currently in place. Staff noted the value in having the Behavior Specialists' support in developing high-quality interventions for students, but some noted that since there were only three of them, it could be challenging to get their support in a timely manner.

- 66% of staff agree there is a well-articulated approach and support in their school(s) to address the behavioral needs of students with severe disabilities.

Staff Survey

Considering the level of need expressed by staff for addressing student behaviors, there is an opportunity to introduce registered behavior technicians (RBTs) in each school. RBTs can provide highly trained and skilled support for student behaviors and collect the data needed for developing high-quality interventions. Currently, staff do not feel equipped to address these behaviors, and multiple instances of staff injuries have been reported. Staff also expressed concerns about student and staff safety when they are not able to effectively address externalizing behaviors. Some staff felt that it was hard to determine the function of a behavior given the profile of students they work with and having little warning about what may upset the student.

Additionally, there is a lack of alignment between the tiered model used by the Behavior Specialists and the Positive Behavioral Interventions and Supports (PBIS) framework implemented in the buildings. Staff have indicated that the traditional PBIS model is not effective for this population of students. Only 66% of staff agree that there is a well-articulated approach and support in their school(s) to address the behavioral needs of students with severe disabilities, which aligns with data collected regarding the challenges staff are facing. Aligning the behavior support models to ensure consistency and effectiveness across all schools is essential for improving behavioral outcomes for students.

Post-Secondary Transition

To support students and youth with disabilities in achieving their post-secondary and career goals, transition services are required for students as they prepare for life after high school. Successful transition planning requires a coordinated set of activities that include the student, family, and education team.

LEAs and State Vocational Rehabilitation (VRs) agencies often collaborate to support students and families in making decisions about the necessary services and support needed after high school. In

Missouri, the IEP for each student with a disability must address transition service requirements beginning no later than when a child turns 16, or younger, if deemed appropriate by the IEP team, and updated annually thereafter. The IEP must include:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services (including course of study) needed to assist the student with a disability in reaching those goals.⁵⁶

As noted by the IRIS Center, school-based teams should emphasize transition planning to improve outcomes for students with disabilities once they leave high school. Though the school counselor typically has a significant role in transition planning, it is ultimately a team effort.⁵⁷ This includes ensuring students with disabilities are provided with appropriate instruction in career development and opportunities to participate in service learning/community-based instruction that is linked to the general curriculum, classroom instruction, and student interests.

MSSD Practices

A comprehensive review of data reveals several critical insights into the planning and provision of transition services for students at MSSD. Currently, 92 percent of staff agree that planning effective services and activities for postsecondary transition begins at age 16, in line with the legal mandate in Missouri. However, given the complex needs of students attending MSSD, it may be beneficial to start transition planning sooner, allowing agencies to be part of the planning process earlier. This early involvement could better support students' individualized needs.

- 92% of staff agree that planning effective services and activities for postsecondary transition begins for students at age 16 at their school.
- 86% of staff agree that students at their school have embedded opportunities to interact with each other in academic and non-academic settings.
- 84% of staff agree their school is engaged with MSSD parents/families on an on-going basis.

Staff Survey

Despite this agreement on meeting compliance requirements of transition planning at age 16, there are significant gaps in the implementation. No formal transition assessments were observed in the IEPs reviewed or noted in other data collection methods, making it unclear what types of assessments, whether informal or formal, are used to support transition planning. This lack of clarity and documentation suggests a need for more structured and consistent assessment practices to develop effective transition plans for students.

One way staff can enhance transition planning options is through the Missouri Interagency Transition Team (MITT), formed in 2007 by the Office of Special Education at DESE. The MITT aims to enhance interagency collaboration at state, regional, and local levels. MITT meets quarterly to address data-driven goals for improvement and collaboration, with a shared vision of improving employment, independent living, and postsecondary education outcomes for students with disabilities.⁵⁸ Additionally, Pre-ETS (Pre-Employment Transition Services) is offered at no cost to students with disabilities aged 16-21 who are potentially eligible for vocational rehabilitation services.⁵⁹ The Pre-ETS Work-Ready Behavior Framework checklist helps staff determine student eligibility, and parents must provide permission for participation. A

⁵⁶ [A Transition Guide - OSERS, 2020](#)

⁵⁷ [Excerpt from IRIS Center: An Overview of Secondary Transition](#)

⁵⁸ [Missouri Interagency Transition Team \(MITT\)](#)

⁵⁹ [DESE: VR Pre-Employment Transition Services](#)

Pre-Employment Transition Specialist is involved in the IEP meetings of qualifying students attending MSSD, coordinating job exploration opportunities and transportation with the IEP team.

Document reviews highlight the existence of a Transition and Career Education form that guides teachers through the transition process, providing essential questions and resources to consider, such as involving families, determining post-secondary goals, and accessing agency support. This form aims to streamline the transition planning process and ensure that all necessary components are addressed. Furthermore, DMH (Department of Mental Health) offers extensive support for adults with developmental disabilities, which students in MSSD can access. However, our data shows these supports are not fully utilized, indicating a gap in maximizing available resources.

While there are several resources for staff that support transition planning, one of the critical areas of concern is the involvement of these agencies in IEP meetings. Our review of IEP records showed that agencies are not consistently invited to IEP meetings, which is vital for the population of students at MSSD. Transition plans often lacked individualized supports, with many plans featuring identical, non-specific statements about students' post-secondary goals and opportunities. This highlights a need for more personalized and detailed transition planning to meet each student's unique needs effectively.

Additionally, 86 percent of staff agree that students have embedded opportunities to interact with each other in academic and non-academic settings. However, staff noted that field trips and participation in events with LEAs have become less frequent, largely dependent on individual staff members pushing for these activities. Ensuring regular and structured opportunities for student interaction outside MSSD can enhance their social skills and overall transition experience.

Lastly, 84 percent of staff believe their school is actively engaged with MSSD parents and families on an ongoing basis. This engagement is crucial for creating connections that support students' transitions to post-secondary opportunities and helping parents navigate the complex systems associated with supporting children with ESN. Effective family engagement can significantly impact the success of transition planning and implementation.

While there are frameworks and services in place to support transition planning at MSSD, there are notable areas for improvement. Early and consistent planning, structured assessments, better utilization of available resources, increased agency involvement, personalized transition plans, and enhanced family engagement are essential steps towards providing high-quality transition services for students with ESN.

Development of Individualized Education Programs (IEPs)

An Individual Education Program (IEP) creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.⁶⁰ The IEP is the foundation of a quality education for students with disabilities. A quality IEP supports teams with implementing specially designed instruction, accommodations, and modifications to allow students with disabilities to access the curriculum and make meaningful progress. IEPs are a key component of an effective special education system.

Golden Thread Framework

Using the Golden Thread framework, PCG randomly selected and reviewed approximately twenty-five student IEP files to assess the overall quality and content of IEPs developed by MSSD. The IEPs reviewed in this sample included the present IEP and the last two IEPs for a total of three years of IEPs for each of the twenty-five files reviewed. This helped the team analyze student growth over time. The IEPs reviewed were a representative sample of preschool, general education, and specialized programming throughout the school district. The reviews and analysis were conducted through the PCG

⁶⁰ [Archived: Guide to the Individualized Education Program](#)

file review protocol, which is aligned with the Golden Thread Framework. More information about the Golden Thread Framework and the indicators used for the evaluation can be found in the Appendix.

A narrative summary of the IEPs reviewed is included below.

Evaluations

Strengths

- Some evaluations were comprehensive and included standardized, norm-referenced assessments to support eligibility determinations.
- Some evaluations included extensive parent input through interviews and parent rating scales.
- Some evaluation reports outlined the students' strengths and needs relative to functional and academic needs.

Opportunities

- Inconsistencies in how reports were written, and assessments used for reevaluations.
- Some reports did not include parent input or parent rating scales.
- Some reports provided limited information on the impact of the student's disability in accessing the general curriculum.

Present Levels of Academic and Functional Performance (PLAAFPs)

Strengths

- Of the IEPs that received the maximum points, PLAAFP statements provided comprehensive, objective data from all team members to support the development of goals and objectives.

Opportunities

- Inconsistencies in how PLAAFP statements were written and what data was included in this section of the IEP.
- Transition plans lacked individualization in key domains and community agencies were not always invited to IEP meetings.
- Baseline data was not always included in PLAAFP statements which made it challenging to determine how IEP goals and objectives were developed.
- PLAAFPs in some IEPs were repeated for multiple IEP cycles and not updated to reflect changes in students' progress over time.

Measurable Annual Goals

Strengths

- Goals and objectives written in SMART (Specific, Measurable, Achievable, Relevant, and Time Specific) format in most IEPs.
- Most IEPs clearly indicated how progress would be measured toward the annual goal.
- Functional skill goals were included in all IEPs reviewed.

Opportunities

- Goals and objectives were not always driven by grade-level curriculum and aligned to standards.
- IEP goals and objectives did not always directly connect specially designed instruction with areas that need to be taught for the student to make progress towards the Dynamic Learning Maps (DLM) Essential Elements.

- In some cases when the DLM Essential Elements were used, they did not align to the correct grade-level for the student.

Accommodations, Modifications, and Special Considerations

Strengths

- Some IEPs included explicit accommodations, modifications, and/or supports that directly connect with the student's disability-related needs.
- Some IEPs provided specific details on how and to what degree assistive technology (AT) and augmentative and alternative communication (AAC) will be used to support access to the curriculum

Opportunities

- No IEPs specifically included supports, such as consultation, professional learning, or indirect supports that are needed for school personnel to effectively implement the IEP.
- Many IEPs referenced AT and AAC in PLAAFP statements but did not include them in accommodations in the IEP making it unclear how students used AT/AAC to meaningfully access the curriculum.

Services and Placement

Strengths

- Most IEPs demonstrated that goals and objectives were driving service delivery options, indicating alignment throughout the IEPs reviewed.

Opportunities

- Most IEPs lacked a clear and explicit rationale for the selected Least Restrictive Environment (LRE). This includes justifying the removal of the student from the general education setting for placement at MSSD.

Progress Reports

Strengths

- Most progress reports were written in parent-friendly, jargon-free language.

Opportunities

- Many progress reports lacked specific and measurable data to support how progress was measured towards goals and objectives.

Narrative Summary

In the current MSSD structure, the LEA holds the responsibility for both the Individualized Education Program (IEP) and evaluations of the student. MSSD collaborates with the LEA to assist in IEP development, leveraging their close interaction with the student to understand their current strengths and areas requiring support. While the LEA is expected to attend the annual IEP meeting, working alongside MSSD, there are no explicit guidelines delineating the expectations for LEAs regarding evaluation procedures, meeting organization, IEP composition, and collaboration with MSSD staff. This lack of clarity

poses a potential obstacle to the efficiency and effectiveness of IEP development and implementation process.

To assess the quality of IEPs, a rubric was devised, aligning with the key areas outlined above. This rubric allowed IEPs to attain a maximum score of twenty-two points if all criteria were met. Some items within the rubric were marked as Not Applicable if they did not pertain to the specific student; for instance, English Language Learner support and transition planning for students aged 16 and over were not universally relevant. In such cases, points were not deducted.

Evaluations

Out of the twenty-five Individualized Education Programs (IEPs) reviewed, fourteen received the maximum points attainable for evaluations. Most evaluations included comprehensive, reliable, and culturally and linguistically responsive methods to assess students, thereby identifying their unique needs across all suspected areas of disability. However, in some instances, assessments lacked comprehensiveness, offering limited information, or failing to utilize standardized measures to gauge student functioning comprehensively. Moreover, some evaluations omitted the assessment of students in all suspected areas of disability. Many evaluations considered students' developmental and educational history, health factors, and supplementary data sources, such as medical documentation, to bolster the findings.

- 51% of staff agree they have been invited to participate in IEP meetings.
- 75% of staff agree their school teams know how to conduct IEP meetings to incorporate all voices (e.g., students, caregivers, and school-based staff) to develop comprehensive and individualized IEPs.
- 48% of staff agree they are given adequate time/coverage to attend IEP meetings

Staff Survey

During reevaluations, a Review of Existing Data (RED) was commonly utilized to determine eligibility, yet inconsistencies arose in its execution. While some REDs provided a thorough summary of the student's current functioning, incorporating past standardized assessments to contextualize eligibility and IEP development, others lacked such coherence and meaningful baseline data to support development of IEPs. Notably, certain evaluations included extensive parent input, including interviews and rating scales completed by parents regarding adaptive or social skill development. In reviewing survey data, staff also did not always feel the results of special education evaluations provided meaningful insight or were comprehensive enough to identify specific strengths and needs for students, with only 65 percent of staff agreeing.

Deductions in points occurred in evaluations where the manifestation of the disability's interaction with environmental and instructional barriers to participate and progress in the general education curriculum was not clearly articulated. This aspect is crucial, especially considering the substantial support needs of students enrolled in MSSD and its inherently restrictive setting. While acknowledging the significant needs of MSSD students, evaluations should still provide evidence of their requirement for such extensive support as part of the LRE.

From our data analysis from a variety of sources, we found a lack of detailed information regarding the evaluation process for students receiving related services. Specifically, there was minimal mention of how these evaluations were conducted or the criteria used to assess student progress. Furthermore, reevaluations were often waived under the assumption that students would continue to qualify for services, which raises concerns about changes in student progress over time and how that is monitored.

There was no evidence in IEP files of the use of widely recognized assessment tools such as the VB-MAPP, ABLLS, or the Communication Matrix in the evaluations reviewed. However, we were told that the Communication Matrix is used with MSSD teams. The Communication Matrix is a valuable online tool designed to assess the unique communication needs of individuals at the early stages of communication or those using alternative forms of communication. This tool incorporates a wide range of communication methods, including picture systems, electronic devices, voice-output systems, Braille, sign language, 3D symbols, gestures, body movements, sounds, eye gaze, and facial expressions. Its comprehensive approach makes it particularly useful for tailoring communication strategies to individual needs.

It was noted from data reviewed that related services were often reduced without proper input from providers or thorough evaluations. Parents were informed that skills were being worked on throughout the day, which was used as justification for reducing services. However, research indicates that this approach is neither correct nor appropriate, as it lacks the necessary structure and individualized attention required for effective skill development from these highly skilled providers. Survey data that showed 51 percent of MSSD staff agree they have been invited to participate in IEP meetings (32 percent disagree and 17 percent responded Not Applicable). Teacher aides, Area Office staff, Building Administrators, other staff (e.g., bus driver, bus monitors) would not typically attend IEP meetings and most likely fell into the Not Applicable category, however nurses, related service providers and APE teachers would if their services were included in a student's IEP. Related service staff were not always included in IEP meetings based on data reviewed in IEPs, focus groups and surveys. It was unclear from the records reviewed if specific IEP team members were formally excused and how their input was provided if they were excused from IEP meetings. However, only 48 percent of staff agreeing they are given adequate time/coverage when participating in IEP meetings may indicate a scheduling need to ensure that all team members are able to attend IEP meetings and provide input.

- 80% of staff agree that staff in their school understand the steps and timelines associated with the IEP process.
- 65% of staff agree the results of special education evaluations are shared with them in ways that provide meaningful insight into students' educational needs.
- 65% of staff agree that special education evaluations are sufficiently comprehensive to identify students' specific strengths and needs.

Staff Survey

There is uncertainty regarding how student progress is monitored, particularly when criterion-referenced assessments are not being conducted. The absence of both standardized and norm-referenced measures further complicates the ability to effectively track and support student development. This gap in the evaluation process raises significant concerns about the accuracy of progress monitoring and the adequacy of the services provided.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Among the IEPs analyzed, only eight out of twenty-five received the highest possible points for Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements. In these IEPs, evidence of input from all team members, including parents and caregivers, was evident. Additionally, these IEPs effectively delineated the student's strengths and areas of need, encompassing skills such as communication, behavior, social skills, and self-help skills. Notably, they incorporated observable and measurable baseline data from multiple sources to identify the student's strengths and skill deficiencies.

Conversely, in IEPs lacking this information, it was observed that in some instances, portions of the PLAAFP were merely copied from previous IEPs without modification, or it was noted that the student had achieved previous goals without summarizing progress or providing baseline data to inform current goals. In some IEPs, not all providers included baseline information within the PLAAFP, particularly among related service providers who outlined goals and objectives but failed to substantiate them with clear data. This could be due to the absence of related service providers at IEP meetings, as data from all sources analyzed, including IEP attendance sheets, showed related service providers do not typically attend IEP meetings even though they comprise a substantial amount of services and support students receive at MSSD.

Throughout the review process, a recurring issue pertained to transition plans. Most plans featured generic language, identical across all areas (education, independent living, and employment), lacking individualization to the student or alignment with IEP goals aimed at fostering post-secondary skills.

Moreover, there is an absence of community agencies at IEP meetings to support the student's transition to post-school life, a critical aspect for students with ESN, considering that families may not always be aware of available resources once their child transitions out of school. MSSD leadership noted high-quality transition planning is a challenge across the state, even for LEAs, and has remained a focus area for DESE.

Another aspect to consider in IEP development is the redundancy of information in PLAAFP statements across multiple IEP periods, suggesting a lack of student progression. This raises concerns about the efficacy of progress monitoring and data collection practices employed by IEP teams throughout MSSD to ensure comprehensive and high-quality IEPs. If students are not demonstrating progress over time, it is imperative for IEP teams to evaluate the support and services provided to the student and make necessary adjustments, regardless of the severity of the disability. This ensures that the IEP accurately reflects the student's current needs and facilitates meaningful progress towards educational goals.

A review of MSSD's Corrective Action Plan (CAP) showed a citation for MSSD regarding consistency with the content of the PLAAFPs in IEPs reviewed. The required strategies to address this included MSSD addressing the causes of this noncompliance to ensure alignment with the state's CAP Rubric.⁶¹ MSSD was required to randomly submit five samples of PLAAFP statements and annual IEP goals as part of this corrective action. Additionally, MSSD noted they would train teachers to ensure every IEP includes high-quality PLAAFP statements. Based on the sample of IEPs the PCG team reviewed for quality, there is an opportunity for additional training and fidelity checks for PLAAFP statements in MSSD IEPs. Survey data shows that 80 percent of staff agree they understand their students' IEPs and can implement them as written, while this is a high percentage, there is still 20 percent of staff that did not agree which is an area of opportunity for MSSD as it is critical that 100 percent of staff are confident implementing students' IEPs.

- 80% of staff agree they understand their students' IEPs and are confident in how to implement IEPs as written.
- 85% of staff agree that special education/related services, accommodations and/or modifications identified in students' IEPs are provided as written.

Staff Survey

Measurable Annual Goals

Out of the twenty-five IEPs analyzed, thirteen achieved the highest possible score for their measurable annual goals. In these IEPs, goals and objectives were crafted in SMART (Specific, Measurable, Achievable, Relevant, and Time Specific) format. Furthermore, objectives were delineated into

⁶¹ [MO DESE Corrective Action Plan Rubric](#)

incremental steps, facilitating progress toward overarching goals. For instance, objectives were structured to show progress over time, such as mastering drawing a straight line within nine weeks, forming letters within twelve weeks, and writing their name within fifteen weeks. Most IEPs also clearly outlined how progress toward annual goals would be assessed. Additionally, functional skill development was integrated into the goals and objectives of all reviewed IEPs.

However, a notable observation was the limited incorporation of connections to the Dynamic Learning Maps (DLM) Essential Elements in many IEPs. Feedback from focus groups and interviews revealed a predominant focus on functional skills within MSSD. Nonetheless, some school staff mentioned utilizing the DLM to inform academic instruction and standards due to students taking the MAP-A assessment. The PCG team supports the utilization of the DLM, designed for students with significant support needs, to foster skill development aligned with grade-level expectations outlined in the Common Core State Standards (CCSS). In some cases where the DLM Essential Elements were used, goals did not align to the correct grade level. For example, the goals in one IEP were pulled from the eighth grade Essential Elements when the student was in tenth grade. Thus, there is an opportunity for MSSD to provide professional learning encompassing both academic and functional skill goal development. Additionally, among the IEPs that did not attain the highest score, goals were not consistently crafted in SMART format, making it challenging to discern how student progress would be tracked based on the goal structure. Moreover, some goals and objectives failed to align with the PLAAFP statement, resulting in a lack of connection or baseline information to ensure the goal is meaningful for the student.

Likewise, a review of IEPs spanning three years revealed instances where the same goals and objectives were utilized across consecutive IEPs. This underscores another opportunity for MSSD to ensure that goals and objectives are informed by multiple data sources providing comprehensive insights into student progress. Without the development of meaningful goals and objectives tailored to students' evolving needs and progress, there is a risk of students stagnating in MSSD and making minimal to no progress during their enrollment, as evidenced by the IEP review.

Measurable goals for related services were also cited in MSSD's CAP where it was noted that goals were not always present for related services. MSSD provided training to staff to ensure that goals were present for every special education service listed within the IEP. A random sample of IEPs was selected for review to ensure this was corrected. However, in PCG's review, there was one IEP that did not have a goal for related services.

Accommodations, Modifications, and Special Considerations

Out of the twenty-five IEPs analyzed, only six met most of the criteria in this area. However, none of these six IEPs included the section for support such as consultation, professional learning, or indirect support for personnel to effectively implement the IEP. Therefore, even the highest-scoring IEPs lacked this critical component.

Many of the IEPs that scored low were missing explicit accommodations, modifications, and supports directly related to the student's disability needs. For instance, several IEPs mentioned the use of assistive technology (AT) but failed to include accommodations for its use throughout the school day. Conversely,

- 80% of staff agree that staff in their school understand the steps and timelines associated with the IEP process.
- 65% of staff agree the results of special education evaluations are shared with them in ways that provide meaningful insight into students' educational needs.
- 65% of staff agree that special education evaluations are sufficiently comprehensive to identify students' specific strengths and needs.

Staff Survey

some IEPs included multiple accommodations and modifications that aligned well with the student's profile. Additionally, many IEPs lacked specific details on how AT and AAC would support curriculum access. Given the students' needs and their reliance on AT and AAC for communication, this was a significant area for improvement for MSSD.

Notably, none of the twenty-five IEPs reviewed included the section for supports such as consultation, professional learning, or indirect support needed for school personnel to implement the IEP effectively. This omission is common across districts, but for MSSD, where student needs are complex, this section is crucial. It ensures that team members collaborate, especially regarding student behaviors and the use of AT/AAC, which also requires training and professional development for all staff on the student's team.

Since students at MSSD participate in the MAP-A, an alternate assessment based on cognitive ability, no accommodations for statewide or districtwide assessments were listed in the IEPs. Consequently, these IEPs were rated as Not Applicable for this criterion, and no points were deducted.

Services and Placement

Of the twenty-five IEPs reviewed, ten achieved the highest possible score, highlighting a significant area of opportunity for MSSD. Most IEPs demonstrated that the goals and objectives were effectively driving service delivery options, indicating a strong alignment throughout the IEPs reviewed. However, a common area where many IEPs lost points was in providing a clear and explicit rationale for the selected Least Restrictive Environment (LRE). This includes justifying the removal of the student from the general education setting for a more restrictive setting. In numerous IEPs, the rationale for the student's placement at MSSD and their removal from general education peers was insufficiently detailed and clear to justify the removal.

It is crucial to include a detailed and explicit justification for removal from the LRE in an IEP to ensure that the decision is legally sound and educationally appropriate. This justification helps demonstrate that the placement is necessary to meet the student's unique needs and that the general education setting, even with supplementary aids and services, cannot provide an adequate education.⁶² Clear documentation ensures compliance with federal laws such as the IDEA, which mandates that students with disabilities should be educated in the least restrictive environment to the maximum extent appropriate. A clear rationale supports transparency and accountability, helping parents and educators understand why a more restrictive setting is essential for the student's progress and is reviewed annually.⁶³

- 84% of staff agree that staff in their school design, provide, and assess the effectiveness of instruction and adjust service delivery using a data-based approach.
- 81% of staff agree that student progress toward IEP goals is analyzed and regularly discussed by their teachers and/or related service providers.

Staff Survey

Progress Reports

Progress reports were highlighted in MSSD's Corrective Action Plan (CAP) because they often failed to include progress toward the annual goals. To address this, MSSD has committed to providing training to ensure all annual goals are covered in progress reports throughout the IEP cycle.

In reviewing progress reports for twenty-five records, sixteen received the highest possible score. Most IEPs reviewed included progress reports that were communicated to caregivers in parent-friendly language, free of technical jargon, and reported progress in a non-judgmental manner. However, several

⁶² [IRIS Center: Information Brief - Least Restrictive Environment \(LRE\)](#)

⁶³ Id.

IEPs lost points because they lacked specific, measurable data. In some cases, there was no data provided, and the progress report simply stated “student is making progress” without supporting evidence. In one instance, progress notes were either missing from the IEP or absent for certain periods in another IEP.

Given the importance of progress monitoring for students with ESN, it is critical for all progress reports to include measurable data on how the student is progressing toward their goals and objectives. Since MSSD cannot use traditional benchmarking assessments for the students they serve, providing clear data to show student progress is essential for supporting student growth and achievement over time.

Summary and Implications

The current structure at MSSD places the responsibility for IEP development on both MSSD staff and the sending LEA, while student evaluations remain the responsibility of the sending LEA. MSSD collaborates closely with the LEA to assist in IEP development, leveraging their understanding of the students' strengths and needs. Despite this collaboration, there are no explicit guidelines outlining LEA expectations for evaluation procedures, meeting organization, IEP composition, and collaboration with MSSD staff. This lack of clarity can hinder the efficiency and effectiveness of IEP development and implementation. To assess the quality of IEPs, a rubric was used, allowing IEPs to score a maximum of twenty-two points if all criteria were met. However, a review of some IEPs revealed inconsistencies and a lack of comprehensive assessments, which are crucial for understanding and addressing all areas of disability.

A review of twenty-five IEPs showed that only a portion received the maximum points for evaluations, with some lacking comprehensiveness and necessary standardized measures. Evaluations often omitted assessments in all suspected areas of disability, and inconsistencies in the execution of Review of Existing Data (RED) were noted. Additionally, there was minimal evidence of related services being adequately evaluated or monitored, and reevaluations were often waived without proper documentation. PLAAFP statements were often repeated across years, and some transition plans lacked individualization. Moreover, a significant number of IEPs did not align goals with baseline data or DLM Essential Elements. Accommodations, modifications, and support for staff were often absent in some IEPs, and many IEPs failed to justify the LRE adequately. Progress reports frequently lacked measurable data, indicating a need for improved progress monitoring to ensure student growth. While there were some IEPs that scored high on the rubric, these were inconsistencies that were noted throughout the review of these records.

During our school visits to observe programming in MSSD, we noted considerable variations in staff approaches from a growth mindset and presuming student competence. In some schools, staff demonstrated strong instructional practices, creating welcoming environments and engaging students in tasks aligned with their abilities. These schools fostered positive and inclusive atmospheres where students were actively engaged in meaningful activities throughout the day, supported by visual aids, assistive technology and AAC. A notable practice in one exemplary school involved Communication Cards for every student, detailing communication methods, strengths, interests, and interaction strategies, enabling meaningful engagement and enhancing learning experiences.

Conversely, other schools showed significant gaps. Students were not actively engaged and were observed in free time activities for much of the observation period rather than receiving high-quality instruction. These schools appeared to have significant downtime, with limited time dedicated to teaching and learning. While staff showed care and compassion for the students, high expectations were not always evident, leading to lower student engagement and less effective instructional practices. Despite these observations being a snapshot in time, model schools can serve as benchmarks for MSSD schools.

Focus groups and interviews revealed varied opinions on instructional practices within MSSD. Some staff favored a focus solely on functional academics, while others integrated basic academic skills, utilizing a

centers model to support student learning. There were classrooms that exemplified differentiated instruction tailored to individual needs and effective use of teacher aides to support instruction and time on learning.

It was evident throughout all data collected that MSSD staff exemplify care and compassion, however this did not always translate into high expectations for students which is crucial for student achievement. Without high expectations, students' potential could be limited, underscoring the need for a balance of care, compassion, and high expectations to support academic, social, and functional growth.

Our data analysis also revealed a lack of a formal literacy curriculum, despite research indicating effective strategies for fostering emergent literacy skills among students with profound cognitive disabilities. Some classrooms showcased commendable dedication to literacy skill development, but overall, there was a lack of professional learning initiatives focused on emergent literacy skills. This inconsistency suggests the need for MSSD leadership to explore existing curricula designed for literacy instruction for students with significant disabilities.

The emphasis on functional academics, while valuable, often overshadowed the development of fundamental literacy and math skills. Some observation data indicated substantial free time activities disconnected from instructional goals, highlighting the need for a balance between fostering independence and maintaining a robust academic curriculum. The absence of an adopted curriculum led to inconsistencies, with staff employing a "Build Your Own" approach, resulting in uneven instructional delivery and a lack of standardization necessary for high-quality education. Additionally, student grouping strategies (behavioral vs. non-behavioral) addressed individual needs but limited peer interactions. While it is critical for staff and students to remain safe, there should be opportunities to develop interventions and supports that allow students to be with age-appropriate peers when possible. Inconsistencies in progress monitoring and technology access were noted across schools and further indicated a need for systematic approaches and professional development to support instruction from both an academic and behavioral lens. Structured learning routines also varied across schools, emphasizing the necessity of consistent schedules aligned with educational standards to support high-quality instruction.

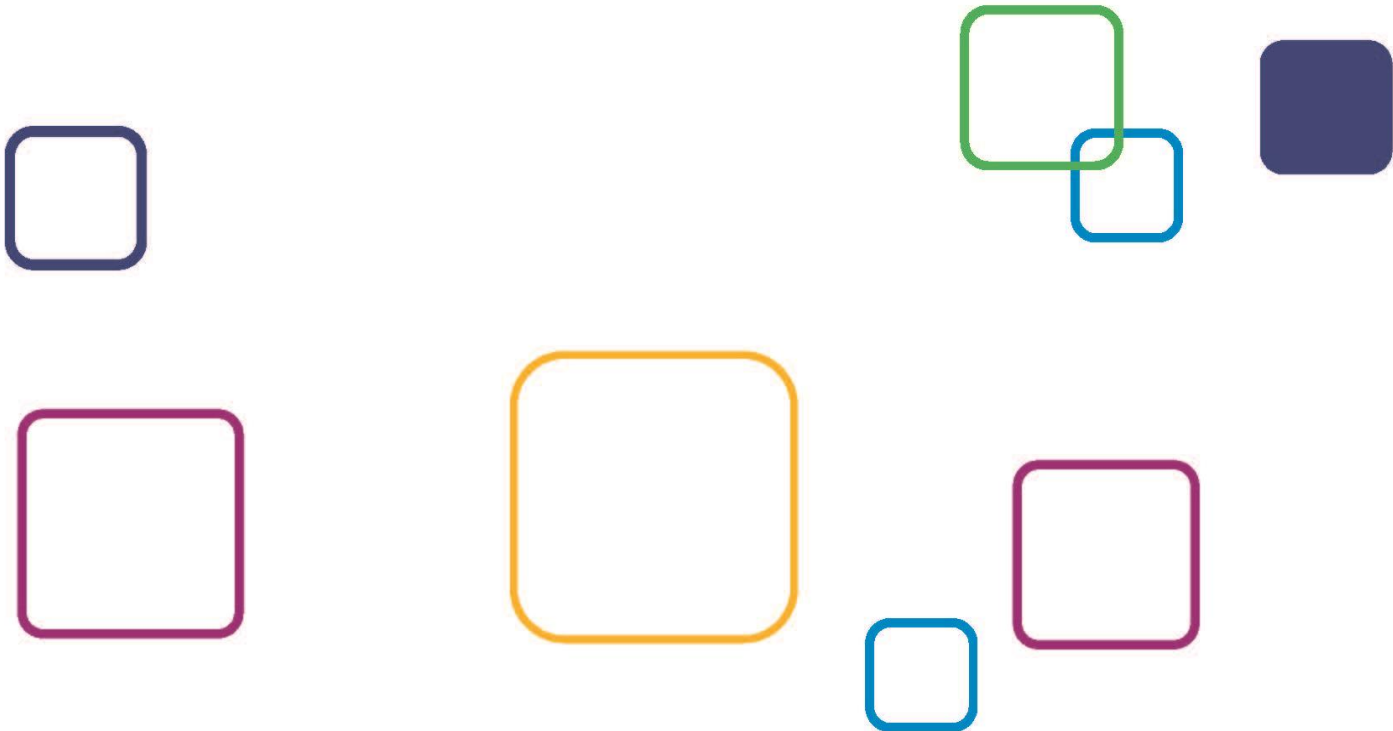
Regarding related services, the push-in model was generally favored for supporting skill generalization, although some staff preferred pull-out models due to classroom distractions. Collaboration was deemed effective by most staff, but insufficient collaborative planning time posed challenges for preparing effective instruction. Addressing this gap by scheduling regular collaborative planning sessions could enhance instructional effectiveness.

AT and AAC use also varied widely. While some schools utilized the Communication Matrix for assessing communication abilities, its application was not consistently evident. Ensuring structured processes for staff training in AAC and maximizing communication support opportunities is crucial. In addition to communication challenges, behavior challenges were identified as significant barriers to instruction, with staff feeling inadequately trained and supported. Aligning behavior support models and ensuring consistent training and evaluation processes are essential for improving student outcomes in both areas.

Transition planning revealed gaps, with a lack of formal assessments and inconsistent agency involvement in IEP meetings. While transition planning poses a challenge to many LEAs across the State, early and structured planning, better utilization of resources, personalized transition plans, and enhanced family engagement are necessary steps for high-quality transition services.

Overall, while care and compassion were evident, the implementation of high expectations and structured supports varied widely. Consistently applying best practices that presume competence and foster a growth mindset is crucial for ensuring all students receive the high-quality education they require to be successful. Addressing these identified gaps will enhance the instructional framework for students with ESN within MSSD.

IV. FAMILY AND COMMUNITY ENGAGEMENT



Overview

This section of the framework focuses on family and community engagement as part of a high-performing system that includes all stakeholders in the education process by embracing partnerships to make informed decisions and provide equitable opportunities for all students. It includes the following key areas for effective family and community engagement in special education:

- Communication
- Collaboration
- Resource Center and Training
- Access
- Community Partnerships

Parents are a child's first teachers and are important partners as their children progress through school. Their vital role is acknowledged in IDEA, which requires parental input in writing IEPs, the provision of related services, and placement. IDEA also requires collaboration with parents and students with disabilities, as appropriate, to design special education along with related and supplementary services. As part of this review, the parent's role and satisfaction with special education processes and instructional/service delivery within MSSD were evaluated.

This section of the report summarizes findings from MSSD families from focus groups and survey responses.

Strengths

- **Interpretation Services for Parents.** Parents report that interpreters regularly attend IEP meetings.
- **Perceptions of MSSD.** Parents feel MSSD provides the appropriate services and support for their child.
- **High Expectations.** Most parents feel that MSSD staff have high expectations for their child.
- **Safe Environment.** Most parents feel MSSD provides a safe and welcoming environment for their child.
- **Building Administrators.** Most parents feel that the Building Administrator at their child's school creates a positive and welcoming environment.
- **Home/School Coordinator.** This position provides a variety of supports between MSSD schools, parents, and the community.

Opportunities

- **Translation of Special Education Documents.** Parents report they did not always receive translated special education documents.
- **AAC Training for Parents.** Parents report they do not regularly receive training on their student's AAC device.
- **Transition Planning.** Some parents do not believe their child is adequately prepared for life after high school.
- **Staffing.** Some parents feel there are not enough special education teachers and teacher aides to fully implement their child's IEP.
- **School-Community Partnerships.** Some schools are more involved with their LEA and community events that students attending MSSD can participate in.
- **Related Service Provider Participation in IEP Meetings.** Parents report that related service providers do not regularly attend IEP meetings.

Communication and Collaboration

Family and community engagement plays a pivotal role in the special education process and the development of IEPs. The IEP process fosters a holistic understanding of the child's needs, combining the expertise of educators with the intimate knowledge and insight that families possess about their child. Collaboration between educators, families, and the community ensures a comprehensive approach to crafting an IEP that truly addresses the unique strengths, challenges, and goals of the student. Families provide valuable context, sharing perspectives on their child's abilities, preferences, and aspirations that are crucial in tailoring an effective educational plan. Additionally, community involvement creates a support network, offering resources, expertise, and diverse perspectives that enrich the educational experience and promote the success of students with disabilities. Ultimately, this collaborative approach nurtures a more inclusive, supportive, and effective educational environment, empowering students to thrive academically, socially, and emotionally.

- 96% of parents agree their input is considered at IEP meetings.
- 95% of parents agree they feel comfortable asking questions at IEP meetings.
- 90% of parents agree they have a good working relationship with their child's teacher.

Parent Survey

Part of developing strong and effective communication and collaboration with families requires supporting families through their child's transition between grade levels, ensuring families receive required notifications and can participate in team meetings. It is important that families feel valued and heard in the development of their child's IEP and that they understand the special education process. This includes making sure parents have access to interpreters and documents are translated for parents whose first language is not English.

Collaborating with families requires schools to include them in the school community, with attention paid to language and culture. This also means gathering parent input through a variety of data collection methods and ensuring families of students with disabilities feel welcome and part of the larger school culture. It also requires the resolution of parent concerns in a timely manner and opportunities for parents to participate in school organizations, or through special education parent/family advisory groups.

- 85% of parents agree the services their child receives at MSSD are more appropriate in meeting their needs than the services they received in their previous school.
- 88% agree they are satisfied with their child's overall special education services at MSSD.

Parent Survey

MSSD Practices

The survey data gathered from parents of students at MSSD offers a comprehensive view of their satisfaction and engagement with the school's special education services. An impressive 85 percent of parents agree that the services their child receives at MSSD are more appropriate in meeting their needs than those provided at their previous school. This high level of satisfaction indicates that MSSD's approach and specialized resources effectively address the unique requirements of these students. Some parents believe that MSSD has more resources than the LEA, which is why they feel it is a better fit for their child. Further, parents often noted the care and compassion of MSSD staff and how they felt their child was safe in the care of MSSD.

In terms of overall satisfaction with the special education services at MSSD, 88 percent of parents express their approval. This high satisfaction rate positively reflects the school's ability to deliver services that cater to the diverse needs of its students. Additionally, 96 percent of parents agree that their input is considered during IEP meetings, indicating that the IEP team values parental involvement. This high level

of consideration helps ensure parents feel valued and heard, which is crucial for fostering a collaborative and supportive educational environment.

However, some parents have noted that related service providers do not consistently attend IEP meetings. While these providers may join at the end of meetings to address any questions, this practice does not align with the traditional role of related service providers as required team members who support the planning and implementation of the IEP. Related service providers offer essential expertise and recommendations that are critical to developing comprehensive and effective IEPs, particularly for students with ESN. Their consistent presence at IEP meetings ensures that all aspects of the student's educational and developmental requirements are addressed collaboratively, leading to more comprehensive and coordinated support. Therefore, the practice of having related service providers attend only part of the IEP meeting should be re-evaluated to ensure full team collaboration and optimal outcomes for students.

Parents also feel confident and comfortable participating in their child's education at MSSD, with 95 percent of survey respondents agreeing that they feel comfortable asking questions during IEP meetings. This openness likely contributes to a more effective and transparent communication process, helping parents to better understand and support their child's educational needs. Additionally, 90 percent of parents report having a good working relationship with their child's teacher, further highlighting the positive and cooperative atmosphere at MSSD. This strong relationship between parents and teachers is essential for ensuring that students receive consistent support both at school and home.

The parent survey respondents expressed mixed satisfaction with their child's transition planning at MSSD, highlighting it as an area needing improvement compared to other aspects of special education services. Specifically, 66 percent of parents felt that the IEP team effectively identified transition services to support their child after high school, and 67 percent believed that their child's transition plan was adequately preparing them for life post-graduation. Although these percentages indicate a majority, they are significantly lower than satisfaction rates in other areas, pointing to gaps in transition planning and implementation.

Some parents noted that community outings for their children were largely dependent on the teacher, with activities such as trips to garden centers, grocery stores, and therapeutic horseback riding varying widely. This inconsistency suggests that students do not have equal access to valuable community experiences, which are crucial for effective transition planning. Additionally, the development of school-community partnerships varied based on the school's location and the efforts of the Building Administrator. This variability further emphasizes the need for a more standardized approach to ensure all students benefit from robust transition services and community integration opportunities. Addressing these issues could lead to more comprehensive and effective transition plans that better prepare students for life after high school.

Despite the lower satisfaction with overall transition planning, 76 percent of parents feel that the IEP team developed individualized goals related to postsecondary education, employment, independent living, and community participation. This higher satisfaction rate for goal setting indicates that parents recognize the efforts made by the IEP team to address specific areas of their child's future. However, the discrepancy between satisfaction with goal development and the perceived effectiveness of transition services and overall preparation highlights a potential gap in the execution and practical application of these goals. It suggests a need for more comprehensive and actionable transition plans that better equip students for the realities of life after high school, ensuring they receive the necessary support and resources to succeed in various postsecondary environments.

Parent survey responses indicate varying levels of satisfaction with staffing at MSSD, particularly in the context of implementing their child's IEP. Only 69 percent of parents believe there are enough teachers to consistently implement their child's IEP. This figure suggests that nearly a third of parents have concerns about the number of teaching staff, which could impact the quality and consistency of educational support their children receive. The perception of insufficient teaching staff may lead to challenges in providing personalized instruction and meeting the diverse needs of students.

In terms of related service providers, 77 percent of parents believe there are enough providers to implement their child's IEP with consistency. While this is a slightly higher satisfaction rate compared to the number of teachers, it still indicates that nearly a quarter of parents feel there is a shortage of essential service providers.

Related service providers, such as speech therapists, occupational therapists, and physical therapists, play a crucial role in addressing the specific developmental and therapeutic needs of students. Adequate staffing in this area is vital for delivering comprehensive and effective special education services.

The area of lowest satisfaction among parents is the availability of teacher aides, with only 64 percent of parents believing there are enough aides to consistently implement their child's IEP. Teacher aides are instrumental in providing individualized support, assisting with functional skills and medical needs, and ensuring that students receive the attention they need. The relatively low satisfaction rate suggests that many parents feel the current number of teacher aides is insufficient, potentially leading to gaps in support and inconsistencies in the implementation of IEPs.

Overall, these responses highlight staffing as a concern among parents, particularly regarding the availability of teachers and teacher aides. Addressing these staffing issues is crucial for improving parent satisfaction and ensuring that students at MSSD receive consistent, high-quality support that meets their educational and developmental needs. Increasing the number of qualified staff members across these roles could enhance the effectiveness of IEP implementation and contribute to better educational outcomes for students.

While survey responses from parents regarding staffing were lower, survey responses from parents reflect a high level of satisfaction with the expectations and support provided by the special education team and school administration at MSSD. Specifically, 87 percent of parents agree that their child's special education team has high expectations for their child's progress and development. High expectations are crucial for motivating students and fostering a growth mindset, encouraging them to reach their full potential. When special education teams hold high standards, it reflects a commitment to the belief that all students, regardless of their disabilities, can achieve significant milestones with the right support and resources.

Additionally, 83 percent of parents agree that the Building Administrator does everything possible to support special education within their school. This strong endorsement highlights the administrator's role in advocating for and prioritizing the needs of students with ESN. Effective leadership is essential in

- 69% of parents agree there are enough special education teachers to implement their child's IEP with consistency.
- 77% of parents agree there are enough related service providers to implement their child's IEP with consistency.
- 64% of parents agree there are enough teacher aides to implement their child's IEP with consistency.

Parent Survey

- 87% of parents agree their child's special education team has high expectations for their child.
- 83% of parents agree the Building Administrator does everything possible to support special education in their school.
- 85% of parents agree the Building Administrator sets a positive and welcoming tone in their school.

Parent Survey

creating an environment where students can thrive, and the administrator's support can ensure that teachers and staff have the necessary resources to implement individualized education plans effectively.

Furthermore, 85 percent of parents agree that the Building Administrator sets a positive and welcoming tone in their school. A positive school climate is fundamental for both student and staff morale, fostering an inclusive and supportive atmosphere that benefits the entire school community. When the leadership sets a welcoming tone, it can help create a sense of belonging and respect, which is especially important for students with disabilities and their families. Overall, these high satisfaction rates underscore the critical role that high expectations and supportive, positive leadership play in parent satisfaction with MSSD.

As a further support to families, MSSD has Home/School Coordinators at each school. The Home/School Coordinator at MSSD plays a crucial role in bridging the gap between school and home, functioning as a hybrid between a school counselor and a social worker. Their primary responsibility is ensuring that families have the resources they need to support their child's education and overall well-being. This involves connecting parents to various agencies and services that can provide additional support, from healthcare and counseling to financial assistance and community programs. By acting as a liaison, the Home/School Coordinator helps families navigate complex systems, ensuring they have access to the resources necessary for their child's success both inside and outside the classroom.

Additionally, the Home/School Coordinator is instrumental in preparing students for life beyond MSSD. They ensure students have everything they need for a smooth transition, whether they are moving on to further education, employment, or independent living. This includes coordinating work experiences and arranging transportation, which are vital for practical learning and skill development. The Coordinator also supports the collaboration between MSSD and the LEA, facilitating communication and cooperation. Moreover, they assist in obtaining AAC devices for students who require them, enhancing their ability to communicate effectively. Through these multifaceted roles, the Home/School Coordinator ensures that both students and their families are well-supported, fostering a collaborative and holistic approach to education and development.

Resource Center and Training

Some districts create family resource centers with skilled staff in special education to support all families. This can be through a Parent Engagement Center, a robust special education parent/family advisory group, or comprehensive support via the district's website that continually keeps parents informed and offers a variety of opportunities for families to learn more about specific topics in special education. In smaller districts that may not have the capacity to develop a resource center, providing training opportunities, workshops or support groups to families can help create these opportunities. This should include training on the special education process, so families fully understand their rights and how to participate in the process. This information can be shared on the district website. It could also provide opportunities for families to offer feedback on topics they would like to learn more about from the district. Some districts offer set times on a monthly or quarterly basis with special education leadership, where parents can have the opportunity to hear from leadership about new initiatives in the district or ask special education-specific questions. These are not meant to be times to talk about specific student cases but to make connections with parents, so they feel they are part of the overall school community.

MSSD Practices

Awareness and utilization of parent training sessions on special education provided by MSSD are notably low. At the writing of this report, MSSD did not have any trainings that were offered to parents, outside of what individual buildings may opt to provide to parents through Parent Teacher Organizations (PTO) meetings or Missouri Parents Act (MPACT). While 47 percent of survey respondents were aware of some training sessions that are sent via emails from individual buildings or through the MSSD newsletters, only 8 percent attended them. It was unclear why parents did not attend any of these sessions, but some barriers to participation may include time constraints, lack of information on the benefits of these

sessions, or logistical challenges such as transportation or childcare. The low attendance rate underscores the need for more effective communication and support strategies to encourage parental engagement in training sessions that can empower them with the knowledge and skills necessary to advocate for their children effectively.

Parents also reported they did not regularly receive training on using their child's AAC devices at home. Parents should receive training for using their child's AAC device at home because it significantly enhances the child's ability to communicate effectively across all settings. When parents are adept at using AAC devices, they can reinforce communication strategies and support language development consistently outside of the school environment. This consistency helps students become more proficient and confident in using their AAC device, leading to better communication skills. Moreover, it bridges the gap between home and school, fostering a collaborative approach to the child's education and social integration. Effective use of AAC devices at home also enables children to participate more fully in community activities, promoting inclusion and allowing them to express their needs, preferences, and ideas wherever they are. Ultimately, parent training empowers families, enhances the child's learning experience, and supports their overall development and socialization across settings.

Access

Accessibility for families includes ensuring families receive IEP documents (e.g., progress reports, meeting invitations, prior written notices, and procedural safeguards) in their native language. This also means families should be able to receive information in multiple formats including electronically and that virtual IEP meetings and electronic functionality are available to families.

MSSD Practices

Access to understanding the special education process is crucial for parents, particularly those who may face language barriers. Parent survey responses show interpretation services are provided to parents who require them, ensuring they can actively participate in discussions and decisions about their child's education. Despite this, there was a gap in the provision of translated special education documents, which is mandated by law. The lack of translated documents can hinder parents' ability to fully comprehend their child's educational needs and the services being offered. This is an area of opportunity for MSSD to develop processes to have all special education documents translated for parents that require that support.

Survey data reveals that most parents (92 percent) received special education documents before their child's IEP meeting. This advance notice is intended to help parents prepare for the meeting, fostering a more collaborative and informed environment. However, only 66 percent of respondents reported being able to understand these documents, highlighting a disconnect between the provision of information and its accessibility. This indicates that while documents are being distributed, their content may not always be accessible or comprehensible to all parents, potentially due to complex language or insufficient translation.

In summary, while there are efforts to involve parents in the special education process through the provision of documents and training sessions, opportunities for improvement are noted. Ensuring that all parents receive translated documents and making sure they are accessible are critical steps in enhancing parent understanding and participation in their child's special education journey. Addressing these gaps will help create a more inclusive and supportive environment for students with disabilities.

Summary and Implications

Survey data from parents of MSSD students reveals high satisfaction with the school's special education services. An overwhelming 85 percent of parents believe MSSD better meets their child's needs compared to previous schools, attributing this to the school's resources and compassionate staff. Overall,

88 percent of parents are satisfied with the special education services, and 96 percent feel their input is considered during IEP meetings, fostering a collaborative environment.

However, concerns were raised about the inconsistent attendance of related service providers at IEP meetings. Their absence during critical planning phases detracts from the effectiveness of IEPs, particularly for students with ESN. Addressing this issue by ensuring these providers' full participation could enhance collaboration and improve IEP development.

Parents also highlighted a need for improved transition planning. Satisfaction with transition services is lower, with only 66 percent feeling adequately supported for post-high school transitions. The variability in community outings and school-community partnerships further underscores the need for standardized, robust transition planning to ensure equitable access to these experiences.

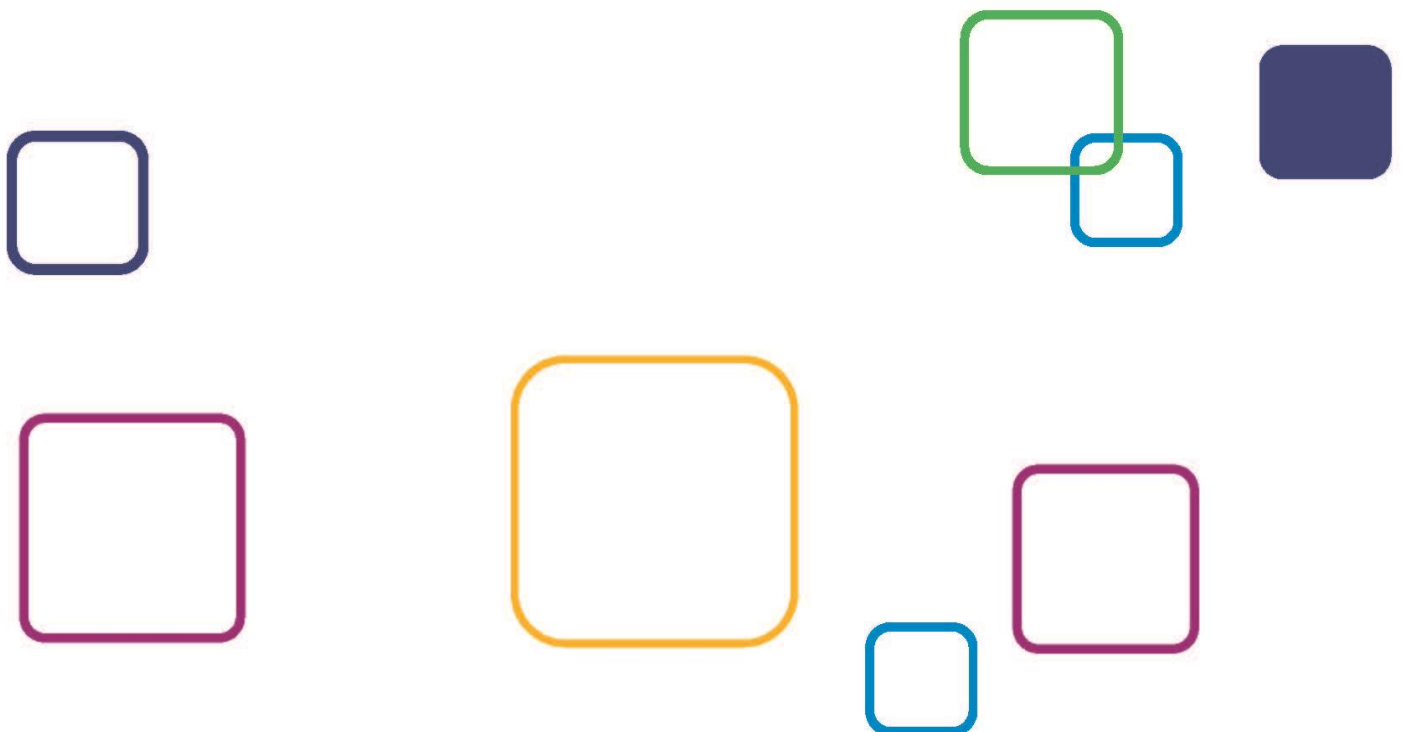
Staffing levels are another area of concern. Only 69 percent of parents believe there are enough teachers to implement IEPs consistently, and just 64 percent feel there are sufficient teacher aides. This perceived shortage could impact the quality and consistency of educational support from parent perspectives.

Despite these issues, 87 percent of parents acknowledge high expectations from the special education team, and 83 percent appreciate the support from the Building Administrator. This positive feedback highlights the importance of leadership and high standards in driving student success. Additionally, the Home/School Coordinators help parents to navigate complex systems to ensure their child has the services and supports they need, while at MSSD and after they leave MSSD.

The survey also indicates low awareness and attendance of parent training sessions. Only 8 percent of parents attend these sessions, which are crucial for effective advocacy and support. Improved communication and support strategies are needed to increase participation. Additionally, the lack of training for using AAC devices at home and the need for translated documents were identified as barriers to effective parent involvement.

The high satisfaction rates reflect MSSD's strengths in resource provision, compassionate care, and collaborative IEP processes. However, the concerns about related service provider attendance, transition planning, staffing levels, and parental training highlight areas needing improvement. Addressing these issues by ensuring full participation of service providers, creating more robust and individualized transition planning, increasing staff, and enhancing communication about training sessions can further strengthen MSSD's support for students. Providing translated documents and training on AAC device usage at home will empower parents, ensuring comprehensive support for students' educational and developmental needs.

V. HUMAN CAPITAL, FINANCE, AND TRANSPORTATION



Strengths

- **Financial Control Systems.** MSSD has adequate financial control systems and navigates legislative requirements.
- **Superintendent and Special Education Director Salaries.** The MSSD superintendent and special education director salaries appear on par with the average of those positions across Missouri school districts.
- **Sufficiency of Funding.** Despite decreases in student enrollment, MSSD has maintained steady funding allocations.

Opportunities

- **Purchasing Decisions and Guidance.** There is a lack of clarity around purchasing parameters and requirements at schools.
- **Building Administrator, Teachers, and Teacher Aide Position Attrition.** There is a high turnover rate of Building Administrators, teachers and teacher aides year over year.
- **Principal and Special Education Teacher Salaries.** MSSD principal (i.e., Building Administrator) and special education teacher salaries are lower than with the average of those positions across Missouri school districts.
- **Staff Injuries and Worker's Compensation Claims.** The high rates of staff injuries and worker's compensation claims indicate the need for more training and a proactive approach to maintaining safety standards.
- **Caseload Standards.** MSSD does not have an established standard or written procedures for caseloads or staffing allocations.
- **Split Building Administrator Positions.** Some Building Administrators are split between two buildings, limiting support to teachers and other staff.

Human Capital

Human capital highlights the processes involved in investing in people from recruitment to retirement. All schools, MSSD included, must have highly qualified and effective staff with the skills and training needed to provide services and support to promote the success of diverse learners. Many experts contend that “efforts to address shortages should be less about recruiting teachers generally, and more about recruiting and retaining the right teachers, in the right subjects, for the right schools.”⁶⁴ In no place is this more critical than in special education. When special education teaching staff with the right skillset and passion are aligned to the right school and provided ongoing professional learning opportunities, they can have a significant and meaningful impact on student success.

Recruitment and Retention

The challenges school districts face with staffing for special education positions are well documented across the United States, and MSSD is no exception to this trend. Recruiting and retaining staff, especially in roles that can be physically and mentally demanding, continues to be a top priority for MSSD.

Focus group participants shared a variety of perspectives about why MSSD struggles to fill positions and retain staff. For one, there is a lack of awareness about MSSD schools and the types of positions available. There is no consistent branding across schools so it can be unclear to prospective candidates that each school is part of a larger school system operated by DESE. Identifying the purpose of MSSD schools is a part of this challenge. Candidates need a better understanding of the types of students that MSSD schools are designed to serve and what progress looks like for this student population. For

⁶⁴ <https://files.eric.ed.gov/fulltext/ED582978.pdf>

example, if MSSD would be transitioning to create more specialized behavioral programs, it would be advantageous to recruit staff interested and experienced in this area.

Understanding what to expect in an MSSD school was also described as a need for potential candidates. Younger candidates may not be prepared for the situations they may encounter, such as toileting support for students, and veteran candidates may find the physical nature of the job too taxing. Having job shadowing or internship opportunities available for potential candidates may help recruit those into the organization who are well equipped to manage the job expectations and interested in doing so.

The State has worked over the past few years to update job descriptions pursuant to House Bill 417, which dictates that state employees do not need a bachelor's degree or other certifications unless there are certain requirements required for that role (e.g., teachers require a bachelor's degree and teaching certification). Human Resources has been reviewing job descriptions to make sure they align with the tasks being performed. All MSSD central office school staff roles have been reviewed and updated for the consolidation of tasks. Updated job descriptions were reviewed by legal counsel as well.

Staff data provided to PCG as of December 2023 shows that of the 500 staff positions allocated, 76% are filled while 24% are not. Of the 24%, half are comprised of certificated and licensed staff (e.g., teachers) and the other half are vacant support positions (e.g., aides, etc.).

Exhibit 9. MSSD Staff Vacancy Data, 2023



Focus group participants reported that they believe MSSD in general has a higher vacancy rate due to the nature of the job but that positions seem to be filled at a higher rate this year. Vacancies rates by school and position have traditionally been monitored by MSSD and Human Resources. Recent changes in MSSD leadership have created challenges with reviewing these data together.

The following charts show the trends of attrition overall and by role.

Exhibit 10. All Staff Retention and Attrition Rates

	Active Filled Positions	Total Positions Filled	Retention Rate	Attrition Rate
2021-22	483	694	69.6%	30.4%
2022-23	460	635	72.4%	27.6%
2023-24⁶⁵	512	667	76.6%	23.4%

In 2021-22, the MSSD staff retention rate was 69.6%. This rate increased to 72.4% and 76.6% respectively in subsequent years; however, these statistics demonstrate that hundreds of positions must be filled on an annual basis.

Exhibit 11. Number of Staff Departures by Role and Year

	2021-22	2022-23	2023-24 ⁶⁶
Assistant Superintendent	-	1	-
Assistant School Services Director	-	-	2
Building Administrator	7	5	5
Bus Attendant/Driver	9	4	7
Custodial/Cook	6	8	6
Director (School Business, Area)	-	6	1
Home School Coordinator	3	3	4
Teacher	45	33	20
School Nurse	8	5	5
School Specialist	3	-	-
School Nurse Director	2	-	1
School Secretary/Assistant	13	9	4
Specialist/Analyst	-	3	-
Superintendent	1	-	1
Teacher Aide	114	98	99
Total	211	175	155

Teacher and teacher aide roles comprise the highest level of turnover each year. In 2021-22, teachers represented 21.3% of the total staff turnover percentage. This rate decreased slightly to 18.9% in 2022-23. While the 12.9% rate for 2023-24 is significantly lower, it should be noted that these data were

⁶⁵ As of March 2024

⁶⁶ As of March 2024

captured in March 2024, prior to the end of the school year. It is anticipated that this rate could increase after the current school year closes out.

The teacher aide position turns over at the highest rate of all staff positions. In 2021-22, 54% of all staff resignations and dismissals were attributed to the teacher aide role. This percentage increased to 56% in 2022-23 and to 63.9% in 2023-24. The current school year's percentage of the total could change as the school year ends, however.

When looking at turnover trends, most personnel changes were voluntary. In other words, staff left MSSD for a variety of reasons. Most frequently cited were "personal," "other employment," "life balance," and "continued education." Teacher aides most often claimed "unsatisfactory salary" as the rationale for their departures. In 2021-22, 10% of staff departures were for layoff or unsatisfactory performance. This increased to 18.8% in 2022-23 and 21.9% for 2023-24.⁶⁷ This trend shows that most staff leaving MSSD are doing so of their own choosing and that work environment likely played a significant role in their decision. Terminations are largely due to not following policies/procedures, not reporting abuse or neglect, or causing abuse and neglect.

During school-based staff focus groups, participants provided examples of the lack of clarity in working hours and schedules across roles and with Human Resources policies. The Building Administrator position was noted as especially vague, with some staff believing they had to work 10 months and others saying the requirement was 11 months. Further, central office and area office staff described having to spend a disproportionate amount of time on personnel issues and investigations. Some issues that arise are minor, but the volume and complexity of other situations requiring time and attention are substantial. The information gathering starts with the MSSD Superintendent, who then brings the findings to the attention to the Legal Department and Human Resources Department to determine next steps. These situations often also require immediate decision making by the Superintendent as to whether to remove staff or transfer them to other schools pending the outcome of investigations.

Recruitment is another area that requires a high level of time commitment for MSSD staff, as it is done at the building level. Human Resources posts available jobs through the state applicant tracking system, and then school teams, in conjunction with Area Offices, screen resumes and conduct interviews. This process puts considerable onus on school teams to commit the resources necessary to fill positions. While it is important for school teams to have a voice in hiring the right candidates for their buildings, this time commitment can detract from the focus on training and the instructional support that building leaders could dedicate to their current staff.

Contracted Staff

MSSD contracts with external agencies mostly for related services provision and for transportation. For the 2023-24 school year, there were approximately 330 bus drivers and aides (including substitutes) and 358 providers, specifically:

- Behavior consultancy: 10 providers
- Music therapy: 10 providers
- Occupational therapy: 115 providers
- Orientation and Mobility: 10 providers
- Physical therapy: 61 providers
- Speech therapy: 108 providers
- Vision consultancy: 32 providers

⁶⁷ As of March 2024

Contracted services are managed through DESE's Division of Financial and Administrative Services. Focus group participants reported that the State employed in-house therapists, but "it wasn't working out." It was unclear why the arrangement was not working, but MSSD staff acknowledge that it would be more cost effective and better for service delivery to move back to this model. However, some expressed concern that state salaries would not be competitive enough to attract staff in a full-time capacity. It was also reported that some related services providers intentionally bid lower to keep their contracts or to enter the space. As a result, this can lead to a ripple effect of service providers being moved between schools or not selected again for services, causing a disruption for students.

Caseloads and Student to Teacher Ratios by Regulation

Caseloads in MSSD are variable and the level of support a teacher can provide a student in MSSD depends on a variety of factors. According to DESE Regulations,⁶⁸ the following considerations must be made when staffing determinations are performed:

- (1) Instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- (2) Data collection, observation, assessment, and report preparation;
- (3) Consultation and IEP planning with general educators;
- (4) IEP case management;
- (5) IEP Team meetings and meetings with parents;
- (6) Age of the students (younger students generally require more assistance with personal tasks such as toileting, dressing, and feeding); and,
- (7) Travel time between assignments.

When assigning students to a self-contained classroom, consideration should also be given to the following:

- (1) Severity of the disability of the students assigned to the classroom;
- (2) Ages of students assigned to the classroom;
- (3) Range of needs of the students as specified in their IEPs;
- (4) Unique needs of the students as specified in their IEPs;
- (5) Other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and,
- (6) Level of paraprofessional support provided.

MSSD students fall within the self-contained classroom category and thus all thirteen of the factors above must be considered when determining caseload. As noted in the regulation: "It is the responsibility of the public agency to assign students to classes and monitor student/teacher ratios for class size and caseload to ensure that there are adequate staff, and that staff have adequate time to provide for the implementation of the IEP of each identified student with a disability."⁶⁹

MSSD Practices

As was reported in focus groups, there are general parameters that MSSD follows when assigning staff. The general allocation formula used is to assign 6-8 students to one teacher and two aides. These numbers are "flexible" though. If the number of students per teacher exceeds 8, typically an additional FTE is requested; however, given the staffing shortages these positions reportedly often go unfilled. PCG reviewed caseload data provided by MSSD and discovered that average caseload is 5.9 students, ranging from a low of 1 student on a teacher's caseload to a high of 13. Of 114 teachers for whom caseload data were provided, the distribution of caseloads is as follows:

- 2 teachers each have a caseload of 1 student

⁶⁸ <https://dese.mo.gov/media/pdf/regulation-ix-caseloads-2023>

⁶⁹ Ibid.

- 1 teacher has a caseload of 2 students
- 5 teachers each have caseloads of 3 students
- 15 teachers each have caseloads of 4 students
- 21 teachers each have caseloads of 5 students
- 27 teachers each have caseloads of 6 students
- 26 teachers each have caseloads of 7 students
- 11 teachers each have caseloads of 8 students
- 4 teachers each have caseloads of 9 students
- 1 teacher has a caseload of 11 students
- 1 teacher has a caseload of 13 students

Just over half (56%) of teachers carry caseloads of within the range allocation of 6-8 students that MSSD aims to uphold.

Focus groups report that as staffing currently stands, the allocation parameter of 6-8 students is manageable for teachers. Many acknowledge though that there needs to be clearer data to substantiate whether this caseload guide is most effective.

The funding that comes to MSSD for positions is heavily governed. Rather than allocating a block of funding that DESE can use to manage MSSD positions, the number of full-time equivalents (FTEs) are sanctioned as well. MSSD is restricted to hiring the positions authorized; however, requests can be made to transfer funding to another part of the budget if needed. DESE and MSSD financial staff appear well skilled and able to navigate the process for these changes. It was reported that the Legislature does at times try to reduce the number of open (vacant) FTEs despite the documented need for them and much of MSSD's time is spent justifying the need for these positions.

MSSD generally allocates two paraprofessionals for each teacher position. Some school-based focus group participants shared that while this is a good baseline for many classrooms, at times three paraeducators to one teacher would be a better allocation given the extensive needs some students have. Further, with the MSSD policy requirement that requires two adults be with each student all day, it is possible that there could only be one adult in the classroom to manage multiple students when potentially violent outbursts or medical incidents occur. This situation could further be exacerbated when staff are out sick, or positions are vacant. As was observed by PCG during school visits, classrooms often are consolidated for parts of the school day to have the appropriate coverage.

The staffing fluidity required to safely manage an MSSD school building each day is a difficult task without consistent leadership. For buildings without a full time Building Administrator, teachers must navigate these challenges on their own, requiring them both to teach and direct paraeducator staff.

Worker's Compensation Claims

Focus group participants shared that worker's compensation claims and staff injuries are a significant concern for MSSD. From 2018-2022, almost \$2 million dollars in claims were filed. The average claim was \$4,600. During calendar year 2022, there were 104 claims filed, 77 (74%) of which were attributable to injuries caused by a combative situation and/or a cut, puncture, or scrap.

Having a distributed system of schools, many of which are small and rural, and a lower skilled workforce in schools who are not trained to support students with ESN is part of the underlying cause of injuries. MSSD has provided additional training and worked with the worker's compensation arm of the State to identify areas in which they could help staff with assistance to avoid injuries. Given the high rate of turnover in staff, especially teacher aides, and the increase in students at MSSD schools with more severe behavioral manifestations, further work will need to be done to create a comprehensive training and oversight structure aimed at reducing staff injury and litigation risk.

Compensation Analysis

As part of this review, DESE requested that PCG conduct a compensation analysis to assess the extent to which MSSD position salaries are comparable to similar ones across the state. While the State of Missouri completes salary studies periodically, it is not a practice that is undertaken on a regular basis.

Methodology

PCG selected a cross-sample of 15 districts from each of the three MSSD Areas. The following positions were included in the analysis: Superintendent, Special Education Director, Special Education Teacher, Speech and Language Pathologists (SLPs), Occupational Therapists (OTs), Physical Therapists (PT), and Registered Nurses (RNs). Since there was limited salary information available for SLPs, OTs, PTs, and RNs, these ranges were not captured in the charts below as they may not provide accurate comparisons. Additionally, these roles are largely contracted within MSSD so their salaries may not compare to traditional LEAs, as contracted services can often be more costly.

An additional note when comparing salaries for MSSD and the districts is that MSSD employees often do not receive the full salary noted. Salaries for state employees, which includes MSSD, are based on a 12-month schedule. Therefore, if MSSD staff are not working for 12 months, they receive a percentage of the salary reported. For example, a teacher that works for 10 months would be considered a 0.8 FTE, not a 1.0 FTE and therefore would receive approximately 80 percent of the salary for their position. Additionally, MSSD staff do not receive annual raises, or steps, like traditional LEAs in their salary schedules, and only receive raises under two conditions 1) if the Governor give state employees a raise, or 2) if the employee receives an additional degree or credential. Therefore, when reviewing the salaries for MSSD staff, consideration should be noted that most staff only receive a percentage of that salary based on how many months they are working.

PCG used publicly available information from a variety of sources to compile the findings below. Many districts do not publicly post salary information for all the positions of interest, so we have included any salary data we were able to locate for each respective district and only included districts for which two or more position salary comparisons were available.

For superintendent salaries: where a salary schedule was published PCG calculated the minimum to maximum range amounts. Where the superintendent was not included on the salary schedule, we used the average from the MNEA report⁷⁰ and noted the salary in the "max" column.

For principal salaries: districts approach these differently, with some making salary distinctions between elementary and secondary school levels. Where this was the case, PCG used the middle school principal salary schedule to find the range for that position.

For Special Education Teacher salaries: The data included reflect the min/mid/max for a teacher with a master's degree. It is possible that a teacher could earn more than the listed max with additional levels of continuing education depending on the district.

⁷⁰This report published by the MNEA also includes the average of teacher, administrator, and superintendent salaries for each district in MO for 2022-2023: [Salary Rankings 2022-2023 \(mnea.org\)](https://mnea.org/Salary-Rankings-2022-2023)

Exhibit 12. Superintendent and Special Education Director Salary Comparisons

	Entity/District	County	Superintendent		Special Education Director	
			Min	Max	Min	Max
	MSSD		\$106,872.00	\$160,296.00	\$ 82,296.00	\$123,432.00
Area 1	Kansas City 33 School District	Jackson		\$250,000.00		
	Lee's Summit R-VII School District	Jackson		\$282,831.00	\$ 97,438.00	\$149,218.00
	Independence School District	Jackson		\$260,000.00		
	Liberty 53 School District	Clay	\$177,111.00	\$241,374.00	\$113,158.00	\$153,093.00
	St. Joseph School District	Buchanan		\$225,000.00	\$118,960.00	\$150,226.00
	Platte Co. R-III School District	Platte		\$136,591.00	\$114,507.00	\$159,216.00
	Lafayette Co. C-1 School District	Lafayette		\$128,400.00		
	Chillicothe R-II School District	Livingston	\$101,634.39	\$129,084.39	\$ 77,053.86	\$104,503.86
	Columbia 93 School District	Boone		\$239,200.00		
	Pettis Co. R-XII School District	Pettis		\$ 98,800.00		
Area 2	Springfield R-XII School District	Greene		\$265,110.00	\$ 99,310.00	\$134,614.00
	Willard R-II School District	Greene		\$181,800.00		
	Jefferson City School District	Cole		\$220,000.00		
	Blair Oaks R-II School District	Cole		\$ 73,600.00		
	Cole Co. R-I School District	Cole		\$100,000.00		
	Miller Co. R-III School District	Miller		\$ 90,250.00		
	West Plains R-VII School District	Howell		\$191,932.00	\$ 98,474.00	\$143,459.00
	Glenwood R-VIII School District	Howell		\$117,416.00		
Area 3	Bloomfield R-XIV School District	Stoddard		\$115,904.00		
	Cape Girardeau 63 School District	Cape Girardeau		\$200,600.00	\$ 82,040.96	\$ 99,440.96
	Jackson R-II School District	Cape Girardeau		\$169,950.00		
	Hillsboro R-III School District	Jefferson	\$163,350.00	\$171,598.00	\$107,448.00	\$157,088.97
	Northwest R-I School District	Jefferson		\$180,000.00		
	Grandview R-II School District	Jefferson	\$ 63,800.00	\$195,602.00	\$ 82,940.00	\$ 97,295.00
	St. Louis City School District	St. Louis		\$270,772.00		
	Meramec Valley R-III School District	Franklin		\$175,000.00	\$ 85,120.00	\$118,355.00
	New Haven School District	Franklin		\$104,000.00		
	Twin Rivers R-X School District	Butler	\$ 77,000.00	\$113,000.00	\$ 53,900.00	\$ 79,100.00

Excluding MSSD salaries, the average maximum superintendent salary for districts across the state is \$175,993.37, while the average special education director salary is \$128,800.82. These averages are slightly higher than MSSD maximum salaries for similar positions, at \$160,296.00 and \$123,432.00 respectively.

These roles within MSSD are not exact “apples to apples” comparisons of the roles with the same titles in school districts given the partnerships required with other state agencies (such as OA-FMDC and OA-IT) and the fact that school districts remain as the LEA for MSSD students. LEA sizes vary as well, necessitating a difference in traditional superintendent salaries. The MSSD superintendent has more routine work hours than an LEA superintendent, with fewer community and evening events. However, this role requires far more specialized knowledge and the ability to navigate within state department parameters.

Exhibit 13. Principal and Special Education Teacher Salary Comparisons

	Entity/District	County	Principal		Special Education Teacher	
			Min	Max	Min	Max
	MSSD		\$ 70,608.00	\$ 105,816.00	\$ 46,104.00	\$ 57,528.00
Area 1	Kansas City 33 School District	Jackson				
	Lee's Summit R-VII School District	Jackson	\$ 94,575.00	\$ 144,834.00	\$ 46,620.00	\$ 111,032.00
	Independence School District	Jackson			\$ 49,103.00	\$ 76,339.00
	Liberty 53 School District	Clay	\$121,901.00	\$ 165,796.00	\$ 48,436.00	\$ 82,867.00
	St. Joseph School District	Buchanan	\$ 99,600.00	\$ 132,192.00	\$ 44,400.00	\$ 73,040.00
	Platte Co. R-III School District	Platte	\$109,054.00	\$ 151,634.00	\$ 48,360.00	\$ 74,991.00
	Lafayette Co. C-1 School District	Lafayette			\$ 40,500.00	\$ 66,050.00
	Chillicothe R-II School District	Livingston	\$ 82,826.12	\$110,276.12	\$ 41,836.00	\$ 59,221.00
	Columbia 93 School District	Boone	\$ 81,900.00	\$ 95,878.00	\$ 46,225.00	\$ 83,205.00
Area 2	Pettis Co. R-XII School District	Pettis			\$ 41,700.00	\$ 68,709.00
	Springfield R-XII School District	Greene	\$ 93,468.00	\$ 130,508.00	\$ 47,443.00	\$ 74,458.00
	Willard R-II School District	Greene			\$ 43,919.00	\$ 67,897.00
	Jefferson City School District	Cole			\$ 44,270.00	\$ 69,785.00
	Blair Oaks R-II School District	Cole			\$ 40,550.00	\$ 56,500.00
	Cole Co. R-I School District	Cole			\$ 37,125.00	\$ 53,625.00
	Miller Co. R-III School District	Miller			\$ 34,000.00	\$ 48,700.00
	West Plains R-VII School District	Howell	\$ 88,137.00	\$ 128,398.00	\$ 33,893.00	\$ 53,445.00
	Glenwood R-VIII School District	Howell			\$ 34,950.00	\$ 48,150.00
Area 3	Bloomfield R-XIV School District	Stoddard			\$ 35,671.00	\$ 51,743.00
	Cape Girardeau 63 School District	Cape Girardeau	\$ 88,877.71	\$107,727.71	\$ 43,857.00	\$ 53,922.00
	Jackson R-II School District	Cape Girardeau			\$ 43,387.00	\$ 57,473.00
	Hillsboro R-III School District	Jefferson	\$ 98,010.00	\$143,290.62	\$ 43,000.00	\$ 68,100.00
	Northwest R-I School District	Jefferson			\$ 46,746.00	\$ 73,960.75
	Grandview R-II School District	Jefferson	\$ 82,940.00	\$ 97,295.00	\$ 43,000.00	\$ 52,100.00
	St. Louis City School District	St. Louis	\$ 90,898.83	\$102,965.18	\$ 40,800.06	\$ 71,593.83
	Meramec Valley R-III School District	Franklin	\$ 86,640.00	\$120,468.00	\$ 40,729.00	\$ 59,335.00
	New Haven School District	Franklin			\$ 39,000.00	\$ 58,550.00
	Twin Rivers R-X School District	Butler	\$ 61,600.00	\$ 90,400.00	\$ 36,500.00	\$ 54,500.00

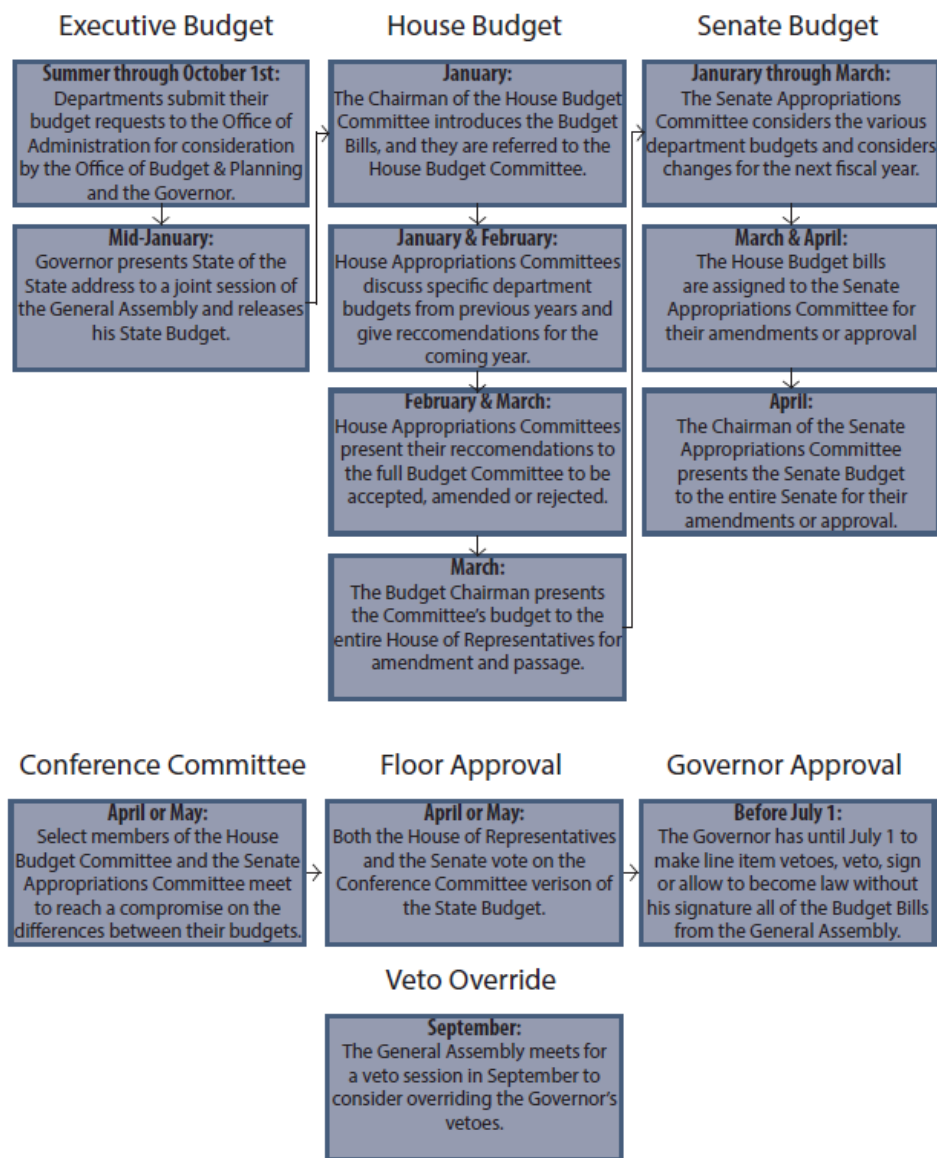
Excluding MSSD salaries, the average principal maximum salary is \$122,975.90. The average special education maximum salary is \$65,529.32. These salary averages are higher than similar positions in MSSD, with the maximum principal salary of \$105,816.00 and special education teacher at \$57,528.00. While the starting teacher salary for MSSD is relatively commiserate with a similar LEA role, the salary maximum is generally across the board lower than comparable districts. MSSD teachers are not on a salary schedule, nor are they provided with contracts or routine salary increases. All certified staff are receiving a 3.2% increase in pay this year, as part of an across-the-board increase at the state level.

Finance Appropriations and Expenditures

Funding for MSSD is proposed by DESE annually and approved through the Missouri State legislative budgeting process. State departments must finalize their proposed budgets for the following year by October 1, requiring an extensive amount of forecasting and planning months in advance of the subsequent fiscal year.

The following graphic shows the approval flow of funding from the proposed Governor's Executive Budget in mid-January to the Governor's Final Budget, as approved by the General Assembly, by July 1st.

Exhibit 14. The Missouri Budget Process



State Operated Program Allocation Process

The annual funding amount and full-time equivalents (FTEs) for the State Operated Programs, which collective include MSSD, the Missouri School for the Deaf (MSD), and the Missouri School for the Blind (MSB), is determined by the General Assembly and detailed in House Bill 2 (HB 2), Sections 2.016 and 2.400.⁷¹ This appropriation bill provides DESE with funding and/or spending authority for specific activities, initiatives, and programs.

It should be noted that appropriations equate to spending authority. However, spending authority does not automatically mean cash availability. Cash availability may be more or less than the appropriated amount. However, if the cash amount is more than the appropriated amount, DESE is only authorized to spend up to the appropriated amount.⁷²

⁷¹ See Appendix for HB 2 detail.

⁷² Also, the Governor may reserve 3% for the legal fund from all general revenue appropriations.

The State Operated Programs have the unique ability to flex up to 25% of appropriations between the State General Fund Salaries (Personnel Service – Funds 0015 and 0020) and Other Costs (Equipment and Expense) – Funds 2298, 2301, and 3574). This flexibility helps cover the cost of contracted services when MSSD is unable to fill positions (i.e., nurses).

The total amount of funds and full-time equivalents (FTEs) appropriated for the State Operated Programs (less the governor's 3% reserve) is then allocated by the Special Education Finance Coordinator within DESE between MSSD, MSD, and MSB. The allocation is usually based on previous years' expenditures and upcoming special projects or new FTE positions. Approximately 75% is allocated to MSSD. Funds, except for Trusts, may be shifted among the State Operated Programs as needed.

The only mechanism state departments have for increasing their funding is through a request to, and approval by, the Governor and General Assembly. Unlike LEAs, which have the authority to put forward ballot measures for bonds or mill levy increases, state departments do not have other ways of systemically increasing their funding. At times there is other funding available, such as for COVID relief stipends, career ladder funding, etc., that can cover vendor payments or other costs directly.

MSSD Appropriation Process

After funds are appropriated, the overall budget for MSSD is created through a "budget explosion" process with input from the Special Education Finance Coordinator and the MSSD Business Director. This process breaks each appropriation down by organization codes (ORG) and budget object budget class (BOBC) codes, such as salaries, travel, supplies, equipment, maintenance & repair, etc.

The "budget explosion" amounts are then loaded into the budget software (BRASS), which then interfaces with the SAMII accounting system. All MSSD budgets and expenditures are managed through ORG code 3760, not by specific school building, even though each building is given an ORG. Any budget or expenditure tracking by building (except for payroll since position numbers are created by building), must be done manually and not through the BRASS budget system or SAMII accounting system.

While the MSSD Budget Director creates a budget by MSSD school and by Area Office each year as a spending plan, funds may be shifted around among schools and BOBCs as needed. The assigned amount by school is determined by taking the student enrollment at the school, multiplied by \$600.00 per student. These funds are for the schools to spend on school supplies, office supplies, medical supplies, and professional development. The area offices are budgeted \$20,000 for each area and their expenditures include janitorial supplies, toiletries, copy paper, and area office supplies. The remaining amount is assigned to the Central Office. The Central Office budget covers expenses such as pest control, trash service, lease payments, transportation, therapy services, etc.

The school and Area Office budget spreadsheets are saved to the MSSD schools shared folder. The MSSD Business Director emails the Area Directors to let them know the budget file is ready and saved in the folder. The schools and area offices maintain their own expenditure tracker to help manage their budgets throughout the year.

If the school or Area Office allocations need to be adjusted, those changes can be made by the MSSD Business Director with the approval of the Superintendent. If adjustments need to be made to the overall budget provided by the DESE Budget, the MSSD Business Director has the authority to make a request to move funds from one budget object code to another as needed by working the DESE Budget.

Any unspent funds are considered "lapsed" and zero out at the end of the fiscal year. MSSD has not had unspent funds though as all of the money at the end of the fiscal year is used for transportation or therapy services invoices.

MSSD Annual Appropriations and Per Student Costs

For FY24, MSSD was appropriated \$38,551,535 from the general reserve (including salaries and other costs), Bingo proceeds of \$1,876,355, Medicaid reimbursement of \$2,500,000, IDEA grant funds of \$1,100,000 (inclusive of salaries and other costs), and Trust Funds of \$200,000. As shown in the chart

below, there is variability across years for General Revenue, Medicaid, and some Federal grant allocations whereas the Trust Funds and Bingo proceeds remain the same.

Exhibit 15. FY 20 - FY 24 MSSD Budget Appropriations

Appropriations	FY 20	FY 21	FY 22	FY 23	FY 24
General Revenue Salary	\$ 18,654,464.00	\$19,271,522.00	\$19,583,241.00	\$21,801,196.00	\$23,415,793.00
General Revenue Other	\$ 14,589,048.00	\$15,112,820.00	\$15,112,820.00	\$15,124,706.00	\$15,135,742.00
Medicaid	\$ 2,000,000.00	\$1,500,000.00	\$1,500,000.00	\$1,500,000.00	\$2,500,000.00
Trust	\$ 200,000.00	\$200,000.00	\$200,000.00	\$200,000.00	\$200,000.00
Bingo	\$ 1,876,355.00	\$1,876,355.00	\$1,876,355.00	\$1,876,355.00	\$1,876,355.00
Federal Grant Salary	\$ 100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
Federal Grant Other	\$ 2,001,668.00	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00
TOTAL	\$ 39,421,535.00	\$39,060,697.00	\$39,372,416.00	\$41,602,257.00	\$44,227,890.00

Further, DESE provided the following appropriations totals by year, along with the total projected student population and per student appropriation totals.

Exhibit 16. Total Appropriated Funding by Year and Per Student

Year	Total Funding Appropriated	Total Student Population	Per Student Appropriation
FY 20	\$39,421,535	808	\$48,789.03
FY 21	\$39,060,697	788	\$49,569.41
FY 22	\$39,372,416	756	\$52,079.92
FY 23	\$41,602,257	712	\$58,430.14
FY 24	\$44,227,890	705	\$62,734.60

According to these data, appropriation totals have increased 12.2% from \$39,421,535 in FY 20 to \$44,227,890 in FY 24. During the same period, the student population decreased by 12.7% from a high of 808 in FY 20 to 705 in FY 24.

As a further point of analysis, the High Need Fund (HNF) average student cost for FY 23 is \$60,900.⁷³ The MSSD per student amount of \$58,430.14 for the same year is slightly lower than the HNF average. Costs included in these two per student amounts are comparable, and while the student populations are not identical, this comparison is the most closely aligned comparison available.

One important note when reviewing the per student cost is the amounts listed above are not inclusive of all costs associated with operating MSSD schools. For example, staff benefits, which the Office of Administration (OA) estimates to be the total of salaries times 37.27% plus \$15,019, are not included in the per student costs above. OA manages the benefits budget independently from the appropriations and budgets managed by MSSD. Additionally, the OA Departments of Information Technology (OA-IT) and Facilities, Management, Design, and Construction (OA-FMDC) manage budgets that support MSSD

⁷³ High Need Fund (HNF) The High Need Fund was established pursuant to Section 162.974, RSMo, to provide funding support for a Local Education Agency (LEA) with "High Need Students." These students are special education students whose educational costs exceed three times the LEA's current expenditure per Average Daily Attendance (ADA). [Special Education Finance HNF, PPF and RBP | Missouri Department of Elementary and Secondary Education \(mo.gov\)](#)

schools; yet the funding committed to these functions is not included in the traditional per student cost that MSSD calculates.

PCG analyzed these costs and established a more comprehensive per student cost, inclusive of the funds that are budgeted outside of MSSD including: OA-FMDC (Fuel & Utilities, Equipment and Expenditures, Capital Improvements), OA-IT, and staff benefits.⁷⁴

When these budgets are included in the calculation, the per student cost is \$80,104.18 for FY 24. This amount is \$17,369.58 more than the FY 24 per student cost of \$62,734.60 listed in the chart above and approximately 8.2 times more than the traditional LEA's average per student amount of \$9,771.61 for those with IEPs.⁷⁵ It should be noted that while both the MSSD comprehensive per student amount and the LEA per student amount include comparable budget lines, the MSSD student population served is substantially different. MSSD serves students with significant and profound needs who require far more extensive support, specialized equipment, and therefore, greater overall resources.

MSSD Summary of Expenditures

The following chart details the categories of MSSD expenditures from FY 21 through FY 23. Areas of the highest expenditures by year are highlighted in green. Across all years, the highest expenditure amounts are for Salaries and Professional Services respectively. In FY 21, Salaries accounted for 47.9% of the total expenditures and Professional Services at 47.2%. In FY 23, Professional Services accounted for 54.1% of expenditures, a 23.6% increase from FY 21.

Exhibit 17. FY 20 to FY 23 Breakdown of MSSD Expenditures

Description and BOBC Fund Code	FY 21		FY 22		FY 23	
	\$ Per Category	% of Total	\$ Per Category	% of Total	\$ Per Category	% of Total
Salaries (100)	\$17,628,681.00	47.9%	\$17,029,587.00	43.4%	\$17,541,635.00	41.2%
In State Travel (140)	\$22,456.00	0.1%	\$62,763.00	0.2%	\$228,300.00	0.5%
Supplies (190)	\$667,602.00	1.8%	\$741,683.00	1.9%	\$817,873.00	1.9%
Professional Development (320)	\$83,177.00	0.2%	\$52,935.00	0.1%	\$194,170.00	0.5%
Communication Services (340)	\$305,556.00	0.8%	\$333,538.00	0.9%	\$366,590.00	0.9%
Professional Services (400)	\$17,382,654.00	47.2%	\$18,643,575.00	47.5%	\$23,046,245.00	54.1%
Housekeeping & Janitor Services (420)	\$78,555.00	0.2%	\$67,918.00	0.2%	\$92,818.00	0.2%
Maintenance & Repair Services (430)	\$93,112.00	0.3%	\$139,193.00	0.4%	\$51,537.00	0.1%
Office Equipment (580)	\$89,708.00	0.2%	\$62,376.00	0.2%	\$53,735.00	0.1%
Other Equipment (590)	\$462,101.00	1.3%	\$107,442.00	0.3%	\$115,659.00	0.3%
Property Improvements (640)	\$4,627.00	<0.1%	\$88,900.00	0.2%	-	-
Debt Service (660)	-	-	-	-	-	-
Building Lease Payments (680)	\$11,550.00	<0.1%	\$4,008.00	0.0%	\$24,761.00	0.1%

⁷⁴ Average IT expenditures over past 5 years (FY 19-23). Assumes benefits rate is the same for FY 24 as it was for FY 23.

⁷⁵ Missouri funds special education using a single student weight system, providing the same amount of state funding for each student with disabilities, regardless of the severity of those disabilities. It does so by applying a multiplier of 1.75 to the per-student base amount for students with disabilities. However, the state provides special education funding only for students above a certain prevalence threshold (www.funded.edbuild.org). The FY 23 per pupil amount is explained here: [Current Expenditures per Pupil Explanation | Missouri Department of Elementary and Secondary Education \(mo.gov\)](#)

Misc. Expenses (740)	\$11,809.00	<0.1%	\$16,758.00	0.0%	\$24,311.00	0.1%
Refunds (780)	-	-	-	-	\$25.00	0.0%
Program Distributions (800)	\$2,475.00	<0.1%	\$1,860,803.00	4.7%	\$8,356.00	0.0%
Total By Year	\$36,844,065.00		\$39,211,478.00		\$42,566,015.00	

MSSD Practices

Focus group participants shared feedback on how funding is allocated and distributed and the process for purchasing items in schools. They also shared that across the board there is a lack of clarity about when items can be purchased, how they can be purchased, and how purchases align to a larger plan or vision for their specific school or MSSD.

When describing the allocation process for funding to MSSD, staff noted the complexities and stipulations that come from operating schools within a state structure. For example, state operated programs are not eligible to directly receive federal grants, such as Title 1 funds, and while gifts and donations can be accepted through a trust fund for these schools, they cannot be used to replace general operating expenses. MSSD generally uses its trust funds on playgrounds. Any changes to general fund expenditures for MSSD would impact the State's Maintenance of Effort (MoE). While MSSD does not directly receive IDEA grant funds, expenditures for MSSD are counted toward the State's spending on special education. MSSD expenditures are also used to match the federal food grant received by the Department. One participant described MSSD being in "maintenance mode for the past 20 years from a budget perspective" and that budget decisions have been in the "here and now" rather than planning strategically. This perspective can also be attributed to the fact that disentangling the complexities of state budgets could have unintended consequences on other funding streams and programs.

MSSD financial documentation shows that funds are distributed to schools based on a \$600 per student allotment after Central Office costs are subtracted from the overall funding available. There was confusion, however, among schools and Area Office staff about this amount and what sites and offices are required to purchase. Several participants believed the amount was \$500 per student, while others knew it was \$600 per student. This allocation amount, as described by the MSSD Central Office, is intended to be used for medical supplies, instructional supplies, and professional development specific to each school. Buildings are given flexibility with how to spend funds across these categories. This flexibility means that school staff can purchase what they deem appropriate for their site, but this approach also leads to discrepancies among sites as to the equipment and materials available. In cases where specialized equipment is required or where budgets are smaller due to population size, schools reportedly work with their Area Offices to make up the balance of funds needed for larger purchases.

The shift to empowering schools to take ownership of purchasing decisions and planning for how to use funds (outside of staffing costs) is relatively new. It was reported that previous leaders may have required school leaders to seek approval for purchases or stipulated how funding should be spent, creating a culture in which schools stopped asking for resources or using the funding allocated to them. Current leadership has advocated to change this mindset and approach.

The replacement of equipment in schools and procurement processes were cited as concerns. Schools reported having storage areas filled with outdated equipment and a lack of clarity around when funding would be available to purchase replacements or new types of equipment altogether. Further, state purchasing agreements require entities to use approved vendors, which adds time and cost to ordering. One example is the purchase of a foam roller for adapted physical education. The foam roller was far more expensive when purchased through internal processes. What focus group participants described were the differences between ordering processes and approval between sites and that these inconsistencies and barriers can lead teachers to purchase equipment from their personal monies. While it is incumbent upon the State to follow procurement thresholds, there may be ways that this process

could be streamlined, and clarity given to schools about how best to procure materials in an expedited way.

Another area frequently discussed was technology. Staff note they often use their computer monitors to display lessons to students, as Smart Boards were not readily available to use for instructional purposes. Each site received one large Smart Board; however, it is most often used in a common space for morning announcements or similar whole school activities. Some sites have purchased Smart Boards for every classroom though, highlighting the discrepancies between school funding decisions and how the resources at each school vary substantially. Others said that the iPads they have are getting old, are no longer easy to use because the “battery life is short” and cannot easily accept updates to applications loaded on them. The lack of functioning and widely available printers was also described as a barrier to having instructional materials available.

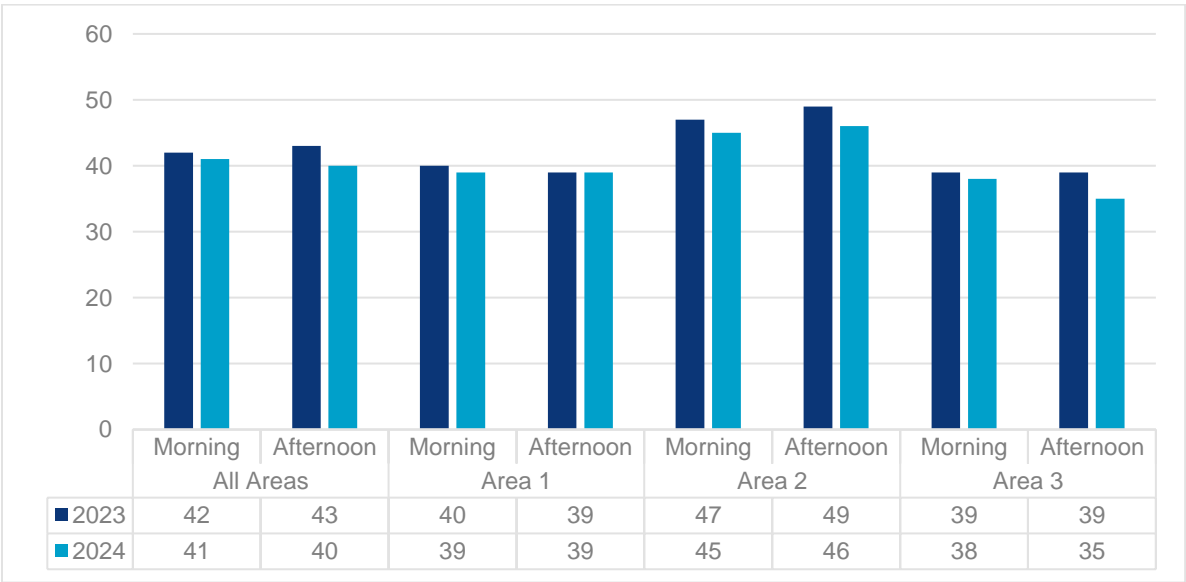
One participant succinctly described the impact, and potential, of refining MSSD’s financial allocations and procurement practices: “We could have excellent schools if we could procure things faster and modernize our schools. These would be amazing places.”

Transportation

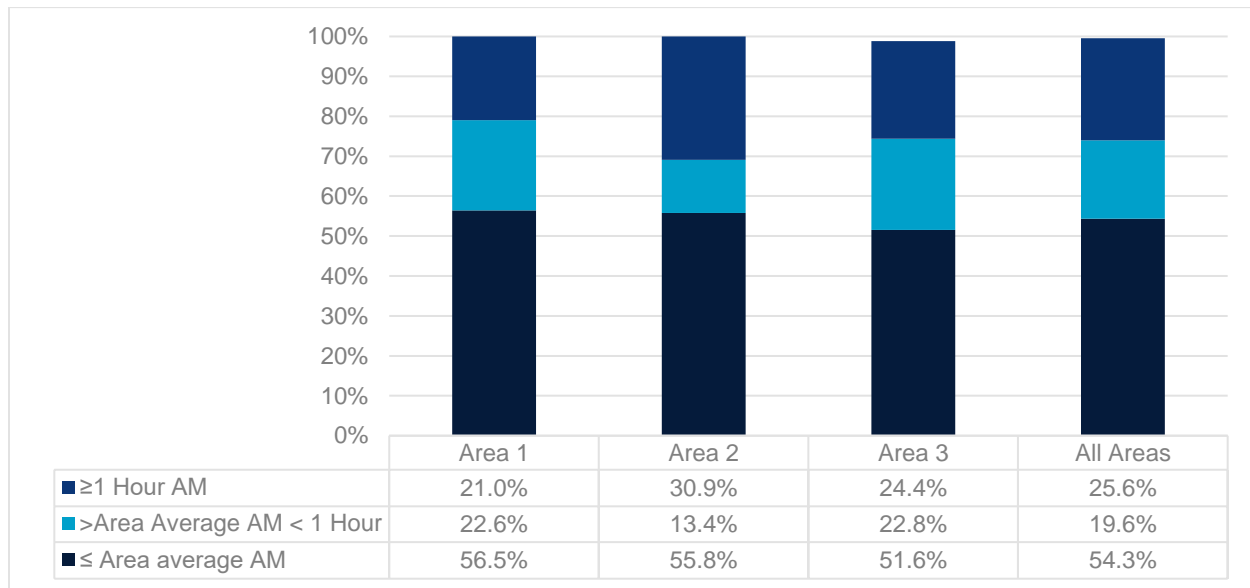
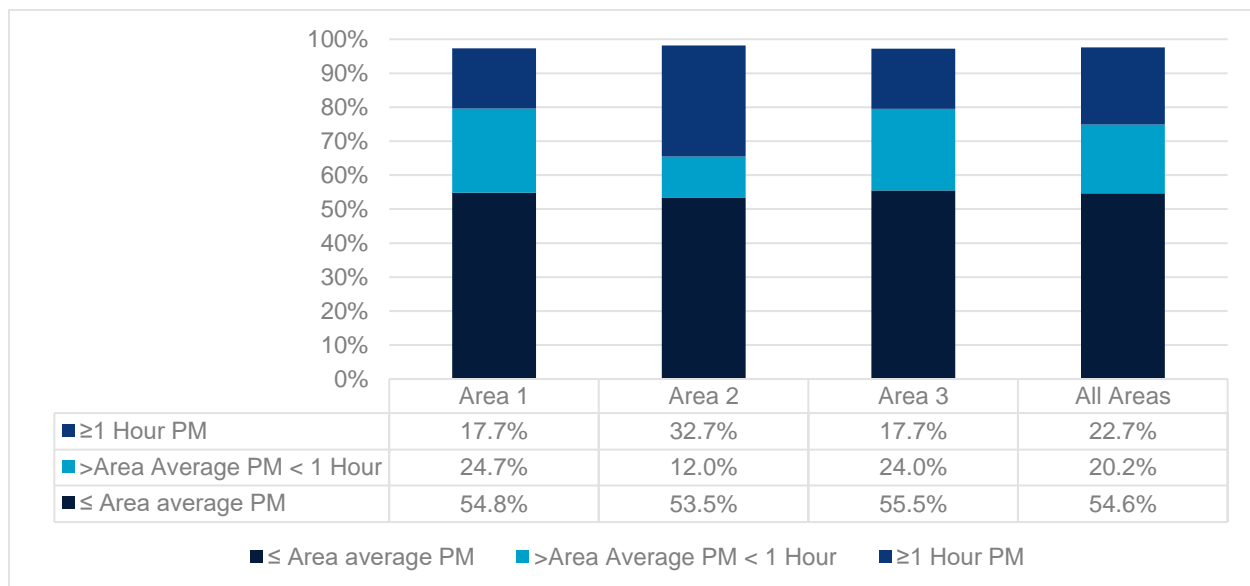
Transporting MSSD students, many of whom have complex medical needs, to and from school each day is a complicated endeavor. Some students travel a great distance on a bus to get to school, while others have relatively short rides depending on where they live in proximity to their MSSD school.

PCG analyzed the ride times for students by area. The average morning ride time across all areas was 42 minutes, with a high of 47 minutes in Area 2 to a low of 39 minutes in Area 3. The all-area afternoon average ride time was similar to the morning at 41 minutes, with the highest in Area 2 at 45 minutes and lowest at 38 minutes in Area 3.

Exhibit 18. Average Ride Times (minutes) by Area, 2023-2024



PCG also determined, based on the student ride time data, what percentage of students have more than an hour ride in the morning and in the afternoon. Approximately 25% of students have a ride time greater than an hour in the morning and just slightly less (22%) in the afternoon.

Exhibit 19. Percentage of Students by Morning Ride Time, Area Comparison, 2023-24**Exhibit 20. Percentage of Students by Afternoon Ride Time, Area Comparison, 2023-24**

Focus groups raised concerns about potential school consolidations leading to longer bus rides for students and prompting parents to homeschool their children.

Starting in the 2023-24 school year MSSD converted its transportation costs from in-house staff and vehicle maintenance to a fully contracted model. Transportation expenses have continued to increase over time; yet, moving to a contracted model has enabled DESE to control some of the rising costs as a result.

Exhibit 21. Transportation Costs, FY 21 - FY 24

Year	Transportation Expenses
FY 21	\$ 12,373,288.53
FY 22	\$ 13,680,416.64
FY 23	\$ 16,226,348.22
FY 24	\$ 10,883,097.58 ⁷⁶

Summary and Implications

The human capital and financial infrastructure established to support the operations of MSSD schools each day is complex, particularly given its situation within a state agency and the deep knowledge base needed to navigate the legislative process. There are ample ways in which MSSD can improve its operational infrastructure to then enable school teams to stay focused on the teaching and learning of students.

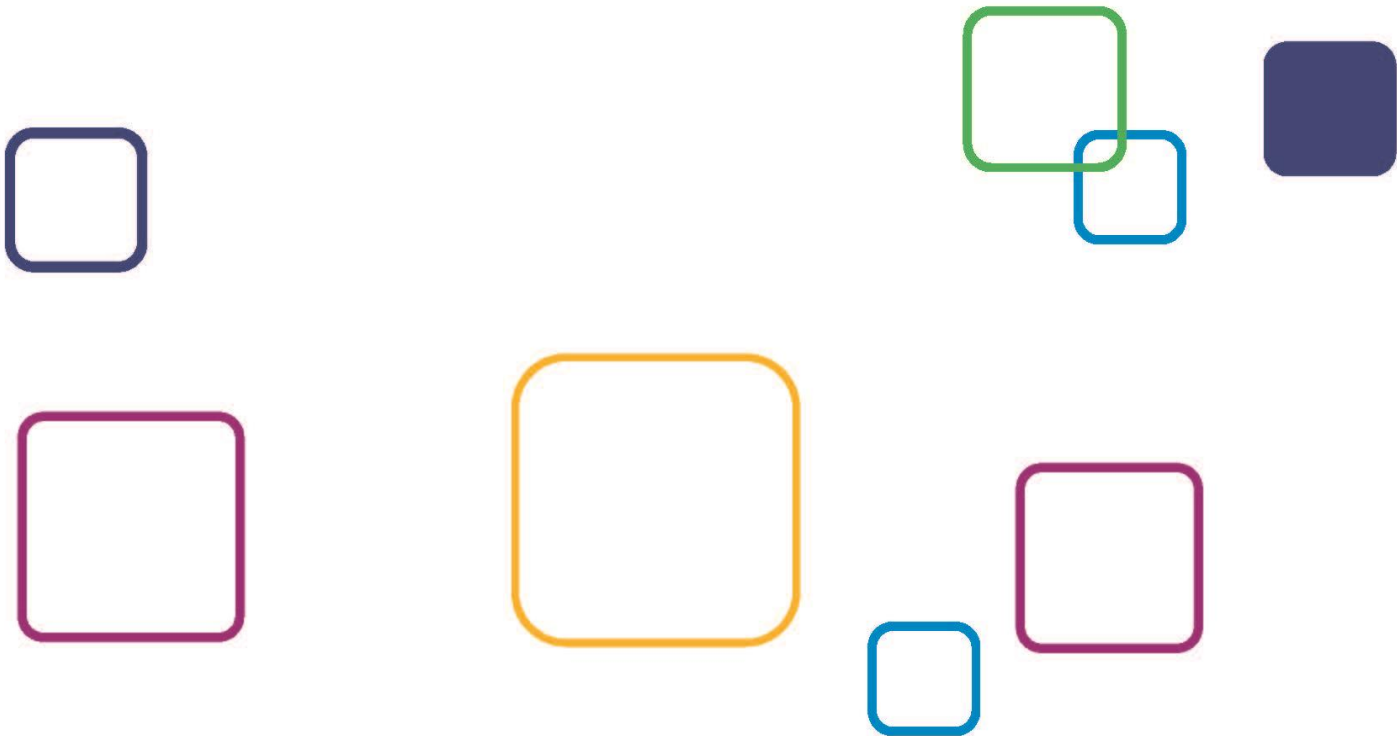
MSSD appears to have well established financial controls and skilled staff able to direct funding where needed so that schools can focus on teaching and learning. How schools can use their funding, as opposed to Area Office funding, to support students is unclear and inconsistent. Further guidance establishing these expectations is warranted.

Substantial attention needs to be given to staffing practices in MSSD schools. From FY 22 through FY 24 (as of March 2024), MSSD has lost 98 teachers, 311 teacher aides, and 17 Building Administrators across its 34 sites. This turnover has had significant impacts on school operations and limited the training that can be done for staff. The lack of training has manifested in increased staff injuries and worker's compensation claims, thus perpetuating the high turnover and vacancy rates. Lower than average salary rates for teachers and Principals (i.e., Building Administrators) also prevent MSSD from attracting and maintaining high-quality staff, especially when these staff require specialized skills to effectively support students with ESN. Caseloads, while not codified in documented procedures, appear to be manageable for teachers and the staffing practice of assigning two teacher aides to each classroom is an acceptable minimum standard. As MSSD continues to evolve, new standards for staffing should be established.

Further, as is noted in other parts of the report, MSSD will need to evolve the type of staffing needed in each building. The practice of splitting Building Administrators should be dissolved, with one FTE assigned to each building. A deeper look at the root cause of staff injuries should also be done to pinpoint where areas of more training could make an impact. As students in MSSD come with more complex behaviors, skilled positions, including registered behavior technician (RBT) staff, should be hired.

⁷⁶ Transportation costs for FY 24 as of 3/13/24.

VI. FACILITIES



Overview

This section of the report is devoted to understanding how MSSD's facilities are organized to support the mission of teaching and learning for students with disabilities. A discussion around the condition of the buildings and subsequent prioritization of capital needs over the next five years is included. Analysis was also completed on the historical and projected enrollment trends and then compared to the capacity of each school to determine utilization rates. Finally, assessments were performed on site to review the educational adequacy of the buildings and spaces, level of performance from a maintenance perspective, and safety and security conditions.

Methodology

There are multiple national and international organizations that publish standards for institutional maintenance and operations, some of which are specific to educational facilities. These standards are referenced throughout the report as best practices to provide structure, benchmarking for the review of MSSD's operations, and a target for future improvements. These organizations include APPA (formerly Association of Physical Plant Administrators), Association of Business Officials (ASBO), National Center for Education Statistics (NCES), and the International Facility Management Association (IFMA).⁷⁷ Specifically, the IFMA core competencies can apply both to the industry as a whole and specifically to school districts. They include Communication, Quality, Technology, Operations and Maintenance, Human Factors, Finance and Business, Emergency Planning and Business Continuity, Leadership and Strategy, Real Estate and Property Management, Project Management, and Environmental Stewardship and Sustainability.

With regards to schools, recent research has revealed the critical relationship between learning and the physical environment in which that learning occurs. Though "educational reform had understandably been focused primarily on developing high-quality teachers and promoting excellence in instructional methods and technology," there is a growing awareness "that a school facility may do more than simply house the instructional program. The facility is a part of the program."⁷⁸ This section highlights PCG's findings about MSSD facilities and how to shape the future of its schools.

In the section below, information synthesized from all data sources are presented in the following order:

- School Condition
- Capacity and Utilization
- Educational Adequacy
- Facilities Maintenance
- Safety and Security

As part of the Phase I review, six MSSD sites were visited in May 2023. The sites were meant to be a representative sample of MSSD and used as case studies throughout the report. During this phase (Phase II) of the review, the remaining 28 sites were visited in Spring 2024. The information and data collected from these assessments was triangulated with information from focus groups, interviews, survey data, MSSD provided documents, and data review.

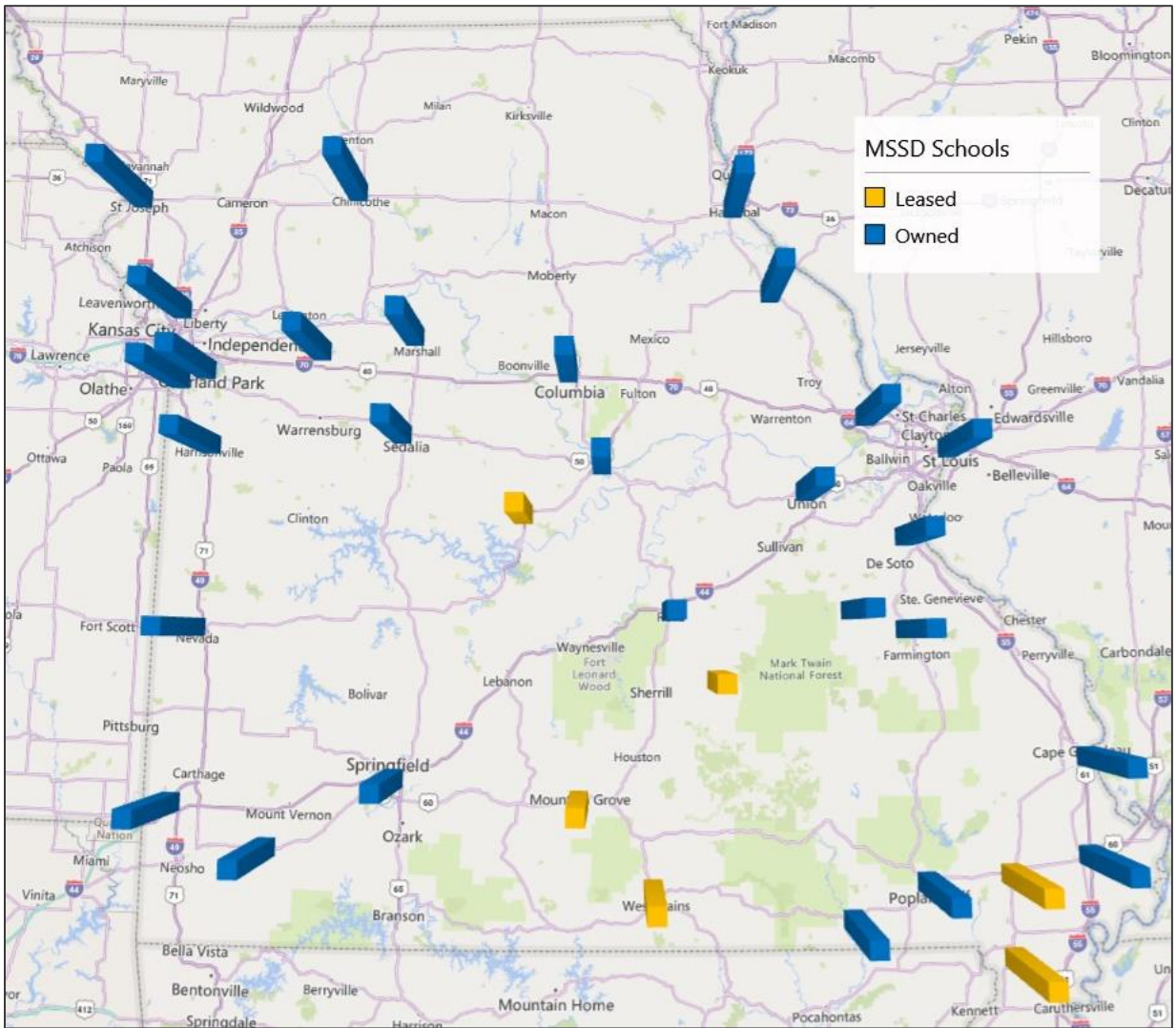
⁷⁷ IFMA is the "...world's largest and most widely recognized association for facility management professionals, supporting over 20,000 members in more than 100 countries." Retrieved from: <https://www.ifma.org/about/about-ifma/>

⁷⁸ <https://www.cde.ca.gov/ls/fa/sf/documents/edspecs.pdf>

Note, one of the 34 schools in MSSD’s portfolio, Gateway (Hubert Wheeler) State School, was assessed from the outside only as the school has been closed and was not accessible during the site visit.

The following exhibit is a geographical representation of MSSD’s portfolio of schools. The blue bars representing the owned facilities and the yellow bars representing the leased facilities.

Exhibit 22. MSSD Portfolio of Schools



The following table provides a brief synopsis of the owned and leased facilities in MSSD’s portfolio. Key information around the five categories that were assessed during the on-site visits has been provided. The five color coded columns are provided to aid the reader in identifying schools that scored the lowest via the darkest red cells. This table is meant to provide a summary only, detail around each topic will be discussed further in the following five sections of this report.

Exhibit 23. MSSD School Facility Inventory

Facility Name	Area	Grades (Age)	Open Date	Age	Size (Sq. Ft.)	Condition Rank	Deferred Maintenance	Cost to Rebuild
MSSD - Owned Buildings								
AUTUMN HILL STATE SCHOOL	3	5-21	1976	48	12,274	13	\$ 678,204	\$ 10,416,486
B.W. ROBINSON STATE SCHOOL	2	5-21	1980	44	11,231	33	\$ 812,598	\$ 13,763,935
BOONSLICK STATE SCHOOL	3	5-21	1977	47	26,789	5	\$ 4,599,269	\$ 19,925,581
BRIARWOOD STATE SCHOOL	1	5-21	1978	46	3,468	22	\$ 244,921	\$ 2,696,534
CEDAR RIDGE STATE SCHOOL	2	5-21	1987	37	18,011	30	\$ 1,592,383	\$ 13,070,297
CITADEL STATE SCHOOL	3	5-21	1980	44	2,958	21	\$ 238,995	\$ 2,199,964
COLLEGE VIEW STATE SCHOOL	2	5-21	1975	49	24,200	11	\$ 2,472,288	\$ 16,832,664
CURRENT RIVER STATE SCHOOL	2	5-21	1980	44	3,394	17	\$ 140,414	\$ 2,519,416
DALE M THOMPSON (TRAILS WEST) STATE SCHOOL	1	5-21	1979	45	32,777	14	\$ 4,091,386	\$ 22,992,637
DELMAR COBBLE STATE SCHOOL	1	5-21	1982	42	9,020	16	\$ 823,057	\$ 6,674,287
E.W. THOMPSON STATE SCHOOL	1	5-21	1978	46	17,065	7	\$ 2,660,073	\$ 12,393,928
GATEWAY (HUBERT WHEELER) STATE SCHOOL	3	5-21	1978	46	54,521		\$ 2,177,396	\$ 38,402,995
GREENE VALLEY STATE SCHOOL	2	5-21	1976	48	30,473	27	\$ 1,888,871	\$ 21,713,677
H. KENNETH KIRCHNER STATE SCHOOL	2	5-21	1980	44	9,319	31	\$ 501,363	\$ 6,802,095
HELEN M. DAVIS STATE SCHOOL	1	5-21	1969	55	19,571	12	\$ 1,763,207	\$ 14,187,327
LAKEVIEW WOODS STATE SCHOOL	1	5-21	1974	50	31,650	26	\$ 1,484,560	\$ 22,694,179
LILLIAN SCHAPER STATE SCHOOL	3	5-21	1976	48	3,840	9	\$ 558,005	\$ 3,158,378
MAPAVILLE STATE SCHOOL	3	5-21	1981	43	25,467	24	\$ 1,939,143	\$ 17,868,092
MAPLE VALLEY STATE SCHOOL	1	5-21	1974	50	26,395	8	\$ 3,653,170	\$ 19,200,973
MISSISSIPPI VALLEY STATE SCHOOL	3	5-21	1977	47	18,105	18	\$ 1,657,728	\$ 13,220,118
NEW DAWN STATE SCHOOL	3	5-21	1975	49	16,555	10	\$ 2,024,126	\$ 12,065,197
OAKVIEW STATE SCHOOL	2	5-21	1980	44	9,628	23	\$ 731,033	\$ 6,821,121
PARKVIEW STATE SCHOOL	3	5-21	1977	47	19,265	15	\$ 1,701,106	\$ 13,494,701
PRAIRIE VIEW STATE SCHOOL	1	5-21	1989	35	18,931	29	\$ 1,775,487	\$ 13,469,322
ROLLING MEADOW STATE SCHOOL	1	5-21	1991	33	19,925	25	\$ 1,882,375	\$ 14,118,680
SHADY GROVE STATE SCHOOL	2	5-21	1980	44	17,265	28	\$ 1,621,022	\$ 12,399,677
SPECIAL ACRES STATE SCHOOL	3	5-21	1980	44	5,632	32	\$ 804,082	\$ 6,018,750
VERELLE PENISTON STATE SCHOOL	1	5-21	1980	44	5,926	20	\$ 462,172	\$ 4,581,322
MSSD - Leased Buildings								
BOOTHEEL STATE SCHOOL	3	5-21	1989	35	6,171	3	\$ 628,633	\$ 2,437,931
CROWLEY RIDGE STATE SCHOOL	3	5-21	2001	23	5,328	6	\$ 100,961	\$ 2,074,330
DOGWOOD HILLS STATE SCHOOL	2	5-21	1995	29	4,831	4	\$ 489,443	\$ 2,272,318
OZARK HILLS STATE SCHOOL	2	5-21	1995	29	4,379	1	\$ 614,032	\$ 1,728,283
OZARK HORIZON STATE SCHOOL	2	5-21	1994	30	6,679	19	\$ 243,717	\$ 2,476,704
SKYVIEW STATE SCHOOL	2	5-21	1993	31	3,455	2	\$ 507,505	\$ 1,550,197
Totals					524,498		\$ 47,562,726	\$ 376,242,093

Facility Name	Educational Adequacy	Facilities Maintenance	Safety & Security	Enrollment 2023-2024	Capacity @ 90%	Sq Ft Per Student	Utilization
MSSD - Owned Buildings							
AUTUMN HILL STATE SCHOOL	60%	59%	60%	34	38	361	90%
B.W. ROBINSON STATE SCHOOL	74%	53%	74%	31	32	362	98%
BOONSLICK STATE SCHOOL	69%	56%	69%	22	63	1,218	35%
BRIARWOOD STATE SCHOOL	60%	90%	60%	0	19		
CEDAR RIDGE STATE SCHOOL	68%	68%	68%	22	44	819	50%
CITADEL STATE SCHOOL	59%	86%	59%	4	13	740	32%
COLLEGE VIEW STATE SCHOOL	60%	71%	60%	7	63	3,457	11%
CURRENT RIVER STATE SCHOOL	54%	68%	54%	13	19	261	69%
DALE M THOMPSON (TRAILS WEST) STATE SCHOOL	75%	79%	75%	35	95	936	37%
DELMAR COBBLE STATE SCHOOL	71%	72%	71%	9	38	1,002	24%
E.W. THOMPSON STATE SCHOOL	85%	72%	85%	12	32	1,422	38%
GATEWAY (HUBERT WHEELER) STATE SCHOOL				6	183		
GREENE VALLEY STATE SCHOOL	66%	96%	66%	41	95	743	43%
H. KENNETH KIRCHNER STATE SCHOOL	75%	72%	75%	18	32	518	57%
HELEN M. DAVIS STATE SCHOOL	62%	53%	62%	43	57	455	76%
LAKEVIEW WOODS STATE SCHOOL	56%	89%	56%	30	88	1,055	34%
LILLIAN SCHAPER STATE SCHOOL	56%	68%	56%	14	19	274	74%
MAPAVILLE STATE SCHOOL	67%	71%	67%	36	63	707	57%
MAPLE VALLEY STATE SCHOOL	71%	67%	71%	39	63	677	62%
MISSISSIPPI VALLEY STATE SCHOOL	61%	71%	61%	24	44	754	54%
NEW DAWN STATE SCHOOL	54%	69%	54%	33	44	502	75%
OAKVIEW STATE SCHOOL	60%	93%	60%	19	38	507	50%
PARKVIEW STATE SCHOOL	71%	87%	71%	30	50	642	60%
PRAIRIE VIEW STATE SCHOOL	68%	94%	68%	7	63	2,704	11%
ROLLING MEADOW STATE SCHOOL	69%	67%	69%	5	44	3,985	11%
SHADY GROVE STATE SCHOOL	73%	72%	73%	39	32	443	124%
SPECIAL ACRES STATE SCHOOL	70%	98%	70%	24	32	235	76%
VERELLE PENISTON STATE SCHOOL	62%	51%	62%	15	19	395	79%
MSSD - Leased Buildings							
BOOTHEEL STATE SCHOOL	53%	64%	53%	26	25	237	103%
CROWLEY RIDGE STATE SCHOOL	51%	69%	51%	13	13	410	103%
DOGWOOD HILLS STATE SCHOOL	64%	63%	64%	15	19	322	79%
OZARK HILLS STATE SCHOOL	58%	90%	58%	6	13	730	48%
OZARK HORIZON STATE SCHOOL	56%	91%	56%	20	25	334	79%
SKYVIEW STATE SCHOOL	57%	50%	57%	5	13	691	40%
Totals				697	1,525		46%
				Open Seats	828		

Owned Versus Leased Schools

MSSD schools are either owned by the State or leased from a private party. MSSD currently leases six buildings. This arrangement is believed to be driven by a lack of owned schools within specific regions. Some of the leases have been in place for over 20 years. It was clear during onsite visits and through information gathered during focus groups that leased facilities are maintained to a lesser degree and are much less educationally adequate than the facilities owned by MSSD; the leased buildings were not necessarily constructed to function as schools and were retrofitted.

As can be seen in the school condition section of this report, five of the six leased schools scored in the top six rankings for worst condition across the MSSD portfolio of facilities. Statistically, this equates to 83% of the leased schools being in the 18th percentile for condition. The leased schools are not necessarily in poor condition, yet compared to the owned schools they appear less invested in by their owners. The condition rankings for the leased schools can be derived from the initial lower cost of construction from using more residential materials and the assumed reduced investment in facilities by the private owners as compared to MSSD and OA-FMDC.

School Condition

Strengths

- **Critical Infrastructure.** Building systems that are critical to keeping schools open (warm, safe, cool, and dry) are well cared for.
- **Heating, Ventilation, and Air Conditioning.** The HVAC systems are generally functioning well across the portfolio, with minimal complaints about hot/cold areas. Air conditioning is accomplished through mechanical cooling and new geothermal systems are occasionally utilized.
- **Structural Integrity.** In general, the buildings appear to be structurally sound with very little movement. In buildings with movement/shifting, shoring and stabilization efforts have been completed or are scheduled.
- **Roofing.** Proper investments are made in replacing roofing systems at appropriate intervals. The roofing systems provide care for all building systems below them and should be a focal point in capital investments for any facility.

Opportunities

- **Leased Buildings.** The leased buildings are in the worst condition in general across the portfolio. Five out of the six leased schools scored in the top six worst condition.
- **Low Criticality Building Systems.** Low priority building systems (flooring, ceiling tiles, lighting, paint, etc.) are worn and beyond useful life.
- **Lighting.** Upgrades to the lighting systems are needed for environmental quality and energy efficiency. Many classrooms have shades or cloth over the lights being used as dimmers.
- **Playground Equipment.** The playground equipment is worn, outdated, and/or inadequate for the student population.
- **Parking Lots.** Asphalt parking lots are reaching end of life and showing signs of alligator cracking, potholes, and exposed aggregate. Investing in preventative maintenance activities could extend the life.

Facility Condition Indices

The condition of schools has been represented by and compared to one another using a metric called the Facility Condition Index (FCI). This metric is a percentage that acts as an indicator of the condition of a

building. Traditionally, FCI is calculated by dividing the sum of all needed repairs from the cost to completely rebuild.

$$\text{Facility Condition Index} = \frac{\text{Sum \{all building repairs\}}}{\text{Cost to Completely Rebuild}} \quad \%$$

Understanding a building's FCI can quickly demonstrate the amount of effort required to restore a building to 'like-new' condition. A lower FCI correlates to a building that is in good condition and requires minimal repair. A higher FCI indicates a building that is in poor condition and requires extensive repair. The closer an FCI approaches 100% indicates it may be more cost effective to replace the whole than repair each individual component.

A more detailed and comprehensive method for depicting a building's condition is to incorporate the age of the building and components within it. For example, a school constructed in the 1960's equipped with original vinyl asbestos tile (VAT) flooring may have received proper maintenance (i.e. stripping and waxing) every year for the past 60+ years and is in good enough condition to avoid replacement. Yet, the colors are faded, the texture is worn, and there are various cracks and chips throughout the school. Although the VAT shows signs of wear, there is not enough to justify full replacement. During our on-site assessments, we will not identify this flooring as in poor condition since our assessments are based on true condition, not theoretical. Alternatively, our method for reflecting the VAT that is, in theory, beyond its useful life is to apply an age-based weight. A building system that has reached 100% of its life expectancy, like the VAT example, yet is still in functional condition, receives at most 62.5% of the cost of full replacement in the FCI numerator.

Additionally, linear regression is utilized for all building systems regardless of their life expectancy. A building system that is brand new will receive a 0% age-based weight and a building system that is halfway through its life expectancy will receive a 31.25% age-based weight (or 50% of 62.5%) and then multiplied by the full cost of replacement. Thus, the formula for the Age/Condition Based FCI is as follows:

$$\text{FCI (Age/Condition Based)} = \frac{\text{Sum \{all building repairs\}} + \text{Sum\{age based deficiencies\}}}{\text{Cost to Completely Rebuild}} \quad \%$$

In this report, age/condition based FCI's are provided to demonstrate the condition of the buildings and compare them to one another. This methodology incorporates the 'feel' of the building by reflecting the age of each building system within them, regardless of the level of maintenance over the lifespan.

Prioritizing Capital Needs

The method for prioritizing each capital need during the assessments is based on the fundamental properties of a risk-matrix. A risk matrix is a visual tool that aids in the assessment of the likelihood and severity of potential risks to an organization. In this review, the risk to MSSD is the impact to educating students and liability of a damaged building. The highest priority building systems in an educational organization are often associated with "keeping the doors open" and keeping the schools "warm, safe, cool, and dry." These critical building systems are generally items like roofing, heating, ventilation, air conditioning, and fire alarm systems.

In this study, the risk matrix's y-axis represents the probability, or likelihood, of failure. The higher on the y-axis equates to a higher probability of failure. For buildings, this is often directly correlated to either the age of the system/components (i.e. an asphalt shingle roof that has a 30 year life expectancy and is 45 years old) or the level of

	4	3	2	1	1
	5	4	3	2	1
	5	4	3	2	2
	5	4	4	3	2
	5	5	4	3	3
Probability of Failure					
	Building Damage / Learning Impact				

preventative maintenance said building system has received in its life from the owner’s maintenance technicians.

The x-axis in the risk matrix represents the severity or impact associated with a failure to the educational mission. The further out on the x-axis equates to a higher severity of impact if the building system fails. This severity/impact is either generally correlated to damage to the building or impact to the learning environment.

Therefore, the farther right and up on the risk matrix equates to a higher probability and higher severity at failure. For example, a school that is equipped with a heating hot water boiler that is the single source of heat for the entire school, has a 30-year life expectancy, and is 40 years old would receive a Priority Level 1. Alternatively, a school that last received paint on the walls (i.e., wall finishes) 20 years ago and a refresh was due 6 years ago would likely receive a Priority 3. Occasionally cosmetic type building systems will score higher on the risk matrix if they are in very poor condition and the impact to the educational environment is further right on the x-axis. Nonetheless, repainting the walls does not correlate to keeping the doors open at a school and wall finishes would rarely reach a Priority Level 1.

The following exhibit includes a prioritized list of MSSD’s capital needs by building system and associated category. This list is not broken down by location, yet the table does provide an overview of the capital needs across the entire portfolio categorically. The colors in the grand total column represent a heat map type display, where the darker red equates to a larger need and the darker green equates to a smaller need.

Exhibit 24. Prioritized List of Capital Needs by Category and Building System

Capital Needs by Category	Priority	1	2	3	4	5	Grand Total
Electrical		\$ 54,563	\$ 118,440	\$ 42,624	\$ 22,321	\$ 19,556	\$ 257,505
Emergency Lighting				\$ 2,168	\$ 22,321		\$ 24,489
Main Distribution Panel			\$ 16,183				\$ 16,183
Sub-Panels		\$ 54,563	\$ 102,258	\$ 40,457		\$ 19,556	\$ 216,833
Equipment / Furnishings		\$ 315,024	\$ 1,207,606	\$ 818,736			\$ 2,341,366
Cabinetry and Countertops		\$ 204,131	\$ 1,043,549	\$ 777,173			\$ 2,024,853
Kitchen Equipment		\$ 110,894	\$ 164,056	\$ 41,563			\$ 316,513
Exterior Systems		\$ 2,121,869	\$ 1,424,558	\$ 1,530,662			\$ 5,077,089
Ext. Doors		\$ 252,974	\$ 326,683	\$ 574,233			\$ 1,153,890
Ext. Windows		\$ 274,970	\$ 917,049	\$ 956,429			\$ 2,148,449
Roof		\$ 1,593,925	\$ 180,826				\$ 1,774,751
Foundation/Slab/Structure				\$ 807,692			\$ 807,692
A-Foundation / Slab / Structure				\$ 807,692			\$ 807,692
HVAC / Plumbing		\$ 3,342,509	\$ 3,420,415	\$ 1,907,312	\$ 43,827		\$ 8,714,061
Air Dist. Sys.		\$ 124,531	\$ 458,905				\$ 583,436
Cool Gen. Sys.		\$ 154,725	\$ 67,944	\$ 359,244			\$ 581,913
Exh. Vent. Sys.		\$ 45,157	\$ 30,261	\$ 35,924	\$ 11,316		\$ 122,658
Heat Gen. Sys.		\$ 88,438	\$ 67,944	\$ 18,488			\$ 174,869
HVAC Control		\$ 26,125		\$ 15,996			\$ 42,121
Plumbing Fixt.		\$ 239,640	\$ 1,090,685	\$ 1,169,050	\$ 32,511		\$ 2,531,886
Rooftop Unitary A/C – Cooling w/Gas Heat		\$ 1,955,899	\$ 1,139,898				\$ 3,095,797
Water Dist. - Pipes		\$ 707,994	\$ 564,778	\$ 308,610			\$ 1,581,382
Interior Systems		\$ 704,858	\$ 2,872,437	\$ 4,564,098			\$ 8,141,393
Ceiling Finishes			\$ 40,452	\$ 980,298			\$ 1,020,751
Floor Finishes - Carpet		\$ 674,684	\$ 1,186,283	\$ 1,419,385			\$ 3,280,352
Int. Door		\$ 30,174	\$ 1,060,846	\$ 1,462,225			\$ 2,553,245
Int. Walls			\$ 365,793				\$ 365,793
Wall Finishes			\$ 219,063	\$ 702,189			\$ 921,253
Play Areas		\$ 2,162,271	\$ 2,594,596	\$ 2,107,500			\$ 6,864,367
Basketball Courts				\$ 24,194			\$ 24,194
Playground Equipment		\$ 1,218,630	\$ 2,042,719	\$ 2,083,307			\$ 5,344,655
Playground Fall Surface		\$ 943,641	\$ 551,877				\$ 1,495,518
Portable Building			\$ 205,685	\$ 366,099			\$ 571,784
Portables			\$ 205,685	\$ 366,099			\$ 571,784
Safety / Security		\$ 1,447,411	\$ 227,405	\$ 181,591	\$ 4,879,015		\$ 6,735,422
Fire Alarm		\$ 364,180	\$ 97,410	\$ 146,315			\$ 607,904
Fire Sprinkler		\$ 278,771			\$ 4,879,015		\$ 5,157,786
Intercom		\$ 804,460	\$ 129,995	\$ 35,277			\$ 969,732
Site / Grounds		\$ 240,850	\$ 3,407,522	\$ 3,673,894	\$ 86,124	\$ 491,828	\$ 7,900,218
Asphalt		\$ 34,915	\$ 3,290,264	\$ 2,868,499			\$ 6,193,677
Concrete		\$ 110,845		\$ 13,181		\$ 127,727	\$ 251,753
Fences and Gates		\$ 81,309	\$ 71,421	\$ 702,637	\$ 33,247	\$ 184,944	\$ 1,073,559
Landscaping			\$ 18,274	\$ 48,234	\$ 52,877		\$ 119,385
Site Lighting		\$ 13,781	\$ 27,563	\$ 41,344		\$ 179,156	\$ 261,844
Technology		\$ 27,247	\$ 59,212	\$ 3,598	\$ 2,546		\$ 92,602
Technology		\$ 27,247	\$ 59,212	\$ 3,598	\$ 2,546		\$ 92,602
Utilities		\$ 34,791				\$ 24,435	\$ 59,225
Storm Sewer Main						\$ 24,435	\$ 24,435
Water Main		\$ 34,791					\$ 34,791
Grand Total		\$ 10,451,394	\$ 15,537,875	\$ 16,003,806	\$ 5,033,833	\$ 535,818	\$ 47,562,726

In the exhibit above, it can be observed that Priority 4's and 5's are relatively minimal. Priority 4 items are generally associated during assessments with code related or energy/sustainability related items. For example, fire sprinkler systems total \$4.9M of the \$5M of priority 4 items. This is because most of the

schools would require a fire sprinkler system if built to modern day building construction codes, yet have been grandfathered in. A major renovation would trigger the building code to require an upgrade.

Priority 5 items are generally associated with improvements that are suggested. Although this could have a significant impact on the building and/or educational environment, they do not currently exist and therefore, there is no probability of failure. Thus, pushing the priority level to the bottom of the y-axis. Many of the items in the Priority 5 column are associated with extending concrete sidewalks from exterior doors to parking lots, installing fencing around the entire site, and installing new and/or additional light poles/fixtures around the site, usually parking lots.

Capital Needs by School

The following exhibit demonstrates the Condition Rank and FCI based on Age and Condition for all 34 MSSD schools. In addition, the exhibit provides several data fields that portray the estimated costs of construction associated with replacing building systems that are either currently in need of replacement or will become due within the near future. The following is a brief explanation for each column:

- Building Size
 - Total square footage of the building, including any modular buildings used as classrooms.
- Year Built
 - Year the original building was constructed.
- Condition Rank
 - Rank of condition from worst (#1) to best (#33).
 - Note: Gateway (Hubert Wheeler) was not included since it was not fully assessed. Thus, only 33 instead of 34 schools are identified.
- FCI (5-Yr) Condition Based
 - Facility Condition Index, using a numerator of all deferred maintenance on building systems that have an assessed remaining life of 5 years or less.
- FCI Age/Condition Based
 - Facility Condition Index, using all current capital needs as justified by a true poor condition and incorporating the age-based weight for all building systems.
- Capital Needs – Condition > 0
 - Sum total of the replacement cost for building systems identified with a condition that justifies replacement. Although the building systems are identified for replacement, the level of criticality (i.e. Level of Priority) for such replacement may not be imminent and/or may be code related.
- Capital Needs – Priority 1
 - Sum total of the replacement cost for all building systems identified with a condition that justifies replacement and receives a Priority Level 1. This is the highest priority level available and should be a focal point in future capital planning.
- Capital Needs – 5 Year Outlook
 - Sum total of the replacement cost for all building systems identified with a condition that justifies replacement within the next 5 years. This is a forecasting method and given major capital projects generally take multiple years to plan and execute, tends to be a more accurate representation of what the school's condition will be by the time major projects are executed.
- Replacement Cost
 - Estimated cost to completely rebuild the facility in a manner that is essentially identified to what is currently constructed (i.e. size, shape, type of materials, etc.).
 - These costs are calculated by multiplying the building size by an estimated cost per square foot to rebuild. Further, the sum total of the replacement cost for all site items (i.e. asphalt parking lot, playgrounds, concrete sidewalks, etc.) are added.

- For the Owned Buildings, the estimated replacement cost per square foot was \$665.00.
- For the Leased Buildings, the estimated replacement cost per square foot was \$333.00
 - The leased buildings replacement cost per square foot was lower due to the general construction observed using more residential material. Examples were asphalt shingle roofs versus standing seam metal and residential furnaces and condensing units versus commercial air handlers, chillers, and rooftop units.

The total replacement cost of MSSD's entire portfolio is estimated at \$376M and the list of total deferred maintenance is estimated at \$47.5M. Of that \$47.5M in deferred maintenance, \$10.4M was identified as Priority Level 1. Prioritization of capital needs is discussed in more detail later in the report.

Exhibit 25. MSSD Portfolio of Schools: Deferred Maintenance Summary

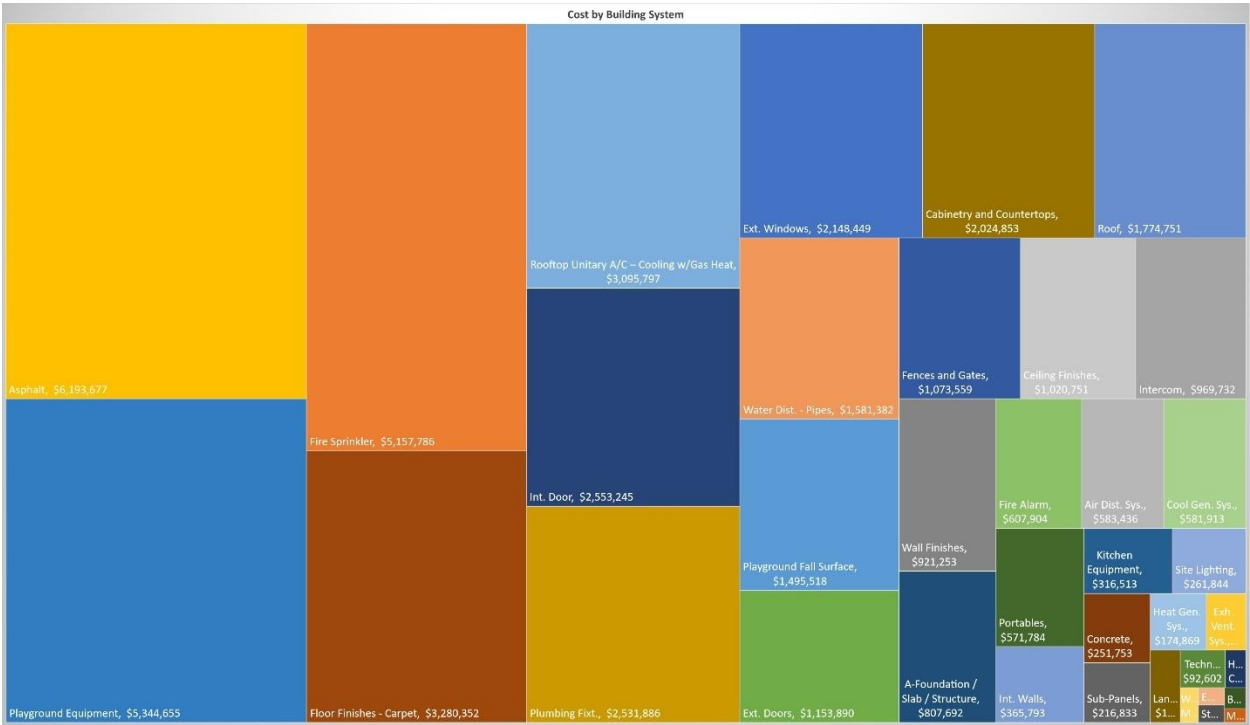
Missouri Schools for the Severely Disabled				FCI	FCI				
	Building Size	Year Built	Condition Rank	Condition Based	Age/Condition Based	Capital Needs - Condition >0	Capital Needs - Priority 1	Capital Needs - 5 Year Outlook	Replacement Cost
MSSD - Owned Buildings									
AUTUMN HILL STATE SCHOOL	12,274	1976	13	39.2%	29.1%	\$ 678,204	\$ 151,594	\$ 4,079,972	\$ 10,416,486
B.W. ROBINSON STATE SCHOOL	18,920	1980	33	13.3%	17.3%	\$ 812,598	\$ 30,663	\$ 1,827,271	\$ 13,763,935
BOONSLICK STATE SCHOOL	26,789	1977	5	37.7%	37.0%	\$ 4,599,269	\$ 1,419,389	\$ 7,507,093	\$ 19,925,581
BRIARWOOD STATE SCHOOL	3,468	1978	22	23.4%	24.8%	\$ 244,921	\$ 22,482	\$ 630,080	\$ 2,696,534
CEDAR RIDGE STATE SCHOOL	18,011	1987	30	12.2%	22.8%	\$ 1,592,383	\$ 139,339	\$ 1,588,692	\$ 13,070,297
CITADEL STATE SCHOOL	2,958	1980	21	19.5%	25.2%	\$ 238,995	\$ 28,535	\$ 427,992	\$ 2,199,964
COLLEGE VIEW STATE SCHOOL	24,200	1975	11	33.1%	29.7%	\$ 2,472,288	\$ 435,589	\$ 5,577,757	\$ 16,832,664
CURRENT RIVER STATE SCHOOL	3,394	1980	17	25.1%	27.1%	\$ 140,414	\$ 14,032	\$ 632,318	\$ 2,519,416
DALE M THOMPSON (TRAILS WEST) STATE SCHOOL	32,777	1979	14	28.8%	28.8%	\$ 4,091,386	\$ 441,583	\$ 6,615,133	\$ 22,992,637
DELMAR COBBLE STATE SCHOOL	9,020	1982	16	22.8%	27.5%	\$ 823,057	\$ 242,269	\$ 1,523,462	\$ 6,674,287
E.W. THOMPSON STATE SCHOOL	17,065	1978	7	34.8%	34.5%	\$ 2,660,073	\$ 148,972	\$ 4,313,326	\$ 12,393,928
GATEWAY (HUBERT WHEELER) STATE SCHOOL	54,521	1978		14.6%	13.7%	\$ 2,177,396	\$ 41,757	\$ 5,610,992	\$ 38,402,995
GREENE VALLEY STATE SCHOOL	30,473	1976	27	21.8%	23.3%	\$ 1,888,871	\$ 62,993	\$ 4,725,635	\$ 21,713,677
H. KENNETH KIRCHNER STATE SCHOOL	9,319	1980	31	10.4%	21.1%	\$ 501,363	\$ 240,995	\$ 710,536	\$ 6,802,095
HELEN M. DAVIS STATE SCHOOL	19,571	1969	12	28.7%	29.3%	\$ 1,763,207	\$ 832,765	\$ 4,071,566	\$ 14,187,327
LAKEVIEW WOODS STATE SCHOOL	31,650	1974	26	23.4%	23.6%	\$ 1,484,560	\$ 204,131	\$ 5,318,533	\$ 22,694,179
LILLIAN SCHAPER STATE SCHOOL	3,840	1976	9	36.0%	31.5%	\$ 558,005	\$ 357,120	\$ 1,137,158	\$ 3,158,378
MAPAVILLE STATE SCHOOL	25,467	1981	24	11.3%	23.7%	\$ 1,939,143	\$ 414,564	\$ 2,012,257	\$ 17,868,092
MAPLE VALLEY STATE SCHOOL	26,395	1974	8	35.9%	34.2%	\$ 3,653,170	\$ 1,595,191	\$ 6,899,664	\$ 19,200,973
MISSISSIPPI VALLEY STATE SCHOOL	18,105	1977	18	26.7%	26.3%	\$ 1,657,728	\$ 166,526	\$ 3,531,524	\$ 13,220,118
NEW DAWN STATE SCHOOL	16,555	1975	10	28.9%	30.4%	\$ 2,024,126	\$ 292,764	\$ 3,481,882	\$ 12,065,197
OAKVIEW STATE SCHOOL	9,628	1980	23	18.2%	23.9%	\$ 731,033	\$ 480,743	\$ 1,242,138	\$ 6,821,121
PARKVIEW STATE SCHOOL	19,265	1977	15	26.1%	27.5%	\$ 1,701,106	\$ 278,771	\$ 3,520,853	\$ 13,494,701
PRAIRIE VIEW STATE SCHOOL	18,931	1989	29	15.7%	22.8%	\$ 1,775,487	\$ 502,747	\$ 2,115,790	\$ 13,469,322
ROLLING MEADOW STATE SCHOOL	19,925	1991	25	15.6%	23.7%	\$ 1,882,375	\$ 906,636	\$ 2,206,444	\$ 14,118,680
SHADY GROVE STATE SCHOOL	17,265	1980	28	13.9%	23.2%	\$ 1,621,022	\$ 106,310	\$ 1,729,000	\$ 12,399,677
SPECIAL ACRES STATE SCHOOL	8,384	1980	32	18.2%	20.6%	\$ 804,082	\$ 31,680	\$ 1,094,396	\$ 6,018,750
VERELLE PENISTON STATE SCHOOL	5,926	1980	20	16.5%	25.6%	\$ 462,172	\$ 218,145	\$ 757,555	\$ 4,581,322
MSSD - Leased Buildings									
BOOTHEEL STATE SCHOOL	6,171	1989	3	47.1%	49.2%	\$ 628,633	\$ 88,582	\$ 1,147,193	\$ 2,437,931
CROWLEY RIDGE STATE SCHOOL	5,328	2001	6	27.4%	36.1%	\$ 100,961	\$ 47,644	\$ 568,955	\$ 2,074,330
DOGWOOD HILLS STATE SCHOOL	4,831	1995	4	33.2%	43.1%	\$ 489,443	\$ 104,568	\$ 755,265	\$ 2,272,318
OZARK HILLS STATE SCHOOL	4,379	1995	1	33.0%	60.8%	\$ 614,032	\$ 110,000	\$ 569,616	\$ 1,728,283
OZARK HORIZON STATE SCHOOL	6,679	1994	19	18.6%	25.9%	\$ 243,717	\$ 160,784	\$ 460,798	\$ 2,476,704
SKYVIEW STATE SCHOOL	3,455	1993	2	43.3%	50.2%	\$ 507,505	\$ 131,530	\$ 670,727	\$ 1,550,197
Grand Total	534,939			23.7%	26%	\$ 47,562,726	\$ 10,451,394	\$ 89,061,573	\$ 376,242,093

Understanding the magnitude of facilities needs is important, yet just as important is understanding where those needs are across the portfolio. The following exhibit is a tree map. A tree map is a visualization tool that uses nested rectangles to show the hierarchical structure of data. The rectangles are ordered in a "tree" structure, with each rectangle's size and color representing the amount of data it contains.

In this study, a larger rectangle is associated with a larger estimated cost of construction across all building system categories of capital needs in MSSD's portfolio.

For example, the largest categorical capital need across MSSD's facilities portfolio is the asphalt system. Asphalt systems are generally found in MSSD in front of (i.e., parking lots) or behind (i.e., playgrounds) the school. Asphalt systems make up nearly \$6.2M of MSSD's \$47.5M in capital needs. Playground equipment totals \$5.3M.

Exhibit 26. Tree Map Demonstrating Capital Needs by Building System



Although not immediately apparent, the HVAC systems represent approximately \$4M in capital needs and are generally a higher priority due to the severity of impact when failure occurs. HVAC systems are assessed in multiple building systems and these totals can be derived from the Rooftop Unitary A/C system, the Air Distribution System, the Heating Generation System, and the Cooling Generation System. Additional discussion on levels of priority can be found in the next section.

A breakdown of all capital needs by school in MSSD’s portfolio can be found in the appendices. The following exhibit is an example of this appendix for Mapaville State School. The report is structured through columns on the left by school, building/site, building system, description of capital need. The columns on the right represent the estimated cost of construction by level of priority.

Exhibit 27. Capital Needs by Priority for Mapaville State School

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
Mapaville State School		\$ 414,564	\$912,458	\$243,606	\$368,515	\$1,939,143
Site						
Asphalt						
The Parking Lots have cracks with potholes and should be replaced.			\$ 402,705			\$ 402,705
Landscaping						
New Retaining Wall is needed in back as it is failing.			\$ 18,274			\$ 18,274
Main (1980)						
Ext. Windows						
The Seals on the Exterior Windows are failing.			\$ 165,095			\$ 165,095
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.				\$ 368,515		\$ 368,515
Intercom						
There is no Security Alarm System and one should be installed.	\$ 52,645					\$ 52,645
Ext. Doors						
The Exterior Doors are degraded and Beyond Expected Life.			\$ 82,547			\$ 82,547
Int. Door						
The Interior Doors are damaged, chipped.				\$ 175,484		\$ 175,484
Floor Finishes - Carpet						
The VCT flooring in Cafeteria, Closets and Restrooms needs to be Replaced.				\$ 68,123		\$ 68,123
Cabinetry and Countertops						
The Equipment is outdated, has corroded Hinges and the Laminate is peeling.			\$ 164,253			\$ 164,253
Kitchen Equipment						
The Dishwasher is currently broken. Other equipment is failing.			\$ 79,584			\$ 79,584
Water Dist. - Pipes						
(1) HWH - Beyond expected life.	\$ 95,856					\$ 95,856
Exh. Vent. Sys.						
There are no Exhaust Fans in any of the Restrooms. Recommend installation to improve indoor air quality.	\$ 15,917					\$ 15,917
Plumbing Fixt.						
The Plumbing Fixtures are corroded, worn and Beyond Expected Life.	\$ 239,640					\$ 239,640
Technology						
The staff uses MSSD Hotspots. They need more WAPs.	\$ 10,505					\$ 10,505
Grand Total		\$ 414,564	\$912,458	\$243,606	\$368,515	\$1,939,143

Capacity and Utilization

Strengths

- **Geographic Proximity.** Schools are well distributed throughout the state, which offers lower transportation times for students. With declining enrollment, this poses a challenge for utilization of space and staffing constraints.
- **Recent Consolidation Activity.** Consolidation of Briarwood and Gateway to nearby schools has helped utilization rates. Shifting these students has reduced the capacity of the portfolio and helped optimize utilization of resources.
- **Highly Utilized Schools.** There are five schools with enrollment that is at or above the target utilization rate of 85%. These schools are being used to their full potential.

Opportunities

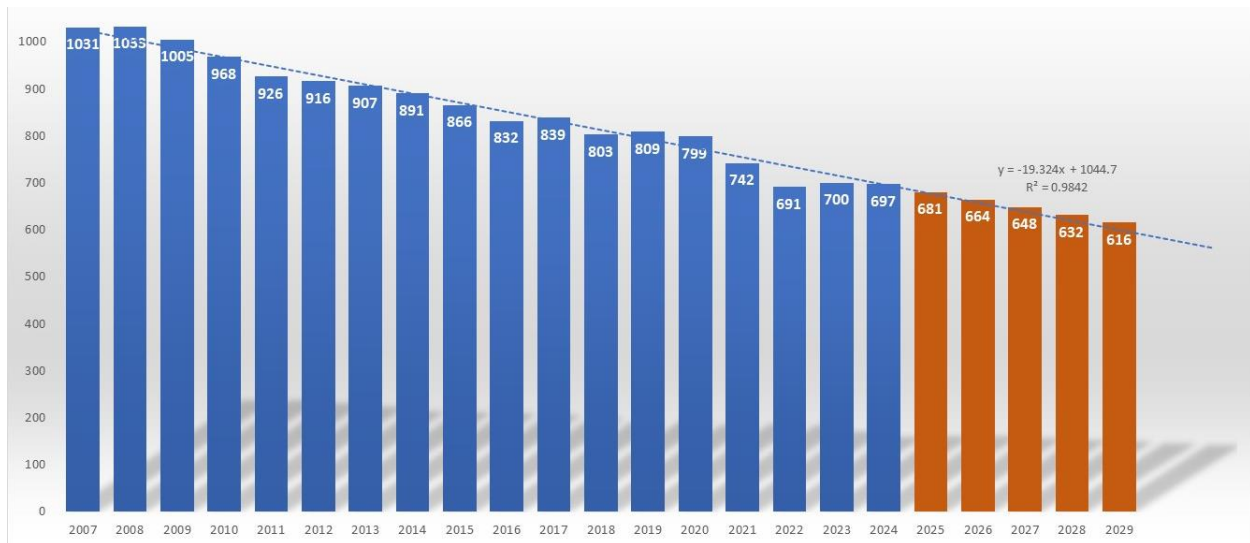
- **Under-Utilization.** The portfolio of schools is currently under-utilized (46% full).
o 1,525 Seats : 697 Students
- **Decreasing Enrollment.** The trendline for enrollment is downward with an already under-utilized portfolio of schools.
- **Consolidation.** Reducing the number of schools will increase utilization of available space and decrease operational costs and overhead. Right-sizing the portfolio is possible, yet other factors should be considered such as transportation times and access to education; particularly in the more rural areas.
- **Leased Schools.** The leased facilities are smaller in general; all falling within the 30th percentile of the portfolio. Smaller schools have higher overhead and fixed costs due to lower quantity of students available.
- **Small Schools.** One-third of MSSD schools have a capacity of less than 25 students. Smaller schools have higher overhead and tend to have shared staff for specials (PE, music, art, etc.). Often these small schools also share the Building Administrator, which limits access to leadership.

Enrollment: Historical/Forecasted

MSSD has experienced a significant decline in enrollment over the past several decades. Once well over 1,000 students, MSSD's current enrollment recently dipped below 700. This thirty-percent reduction has occurred over the past two decades and is forecasted to continue. Veteran staff with 30+ years of tenure at MSSD shared recollections during site assessments of welcoming more than 100 students in their schools at one point in time. Currently, the average enrollment is just above 20 students, with a maximum of 43 at Helen Davis and the lowest enrollment rate being four students at Citadel State School.

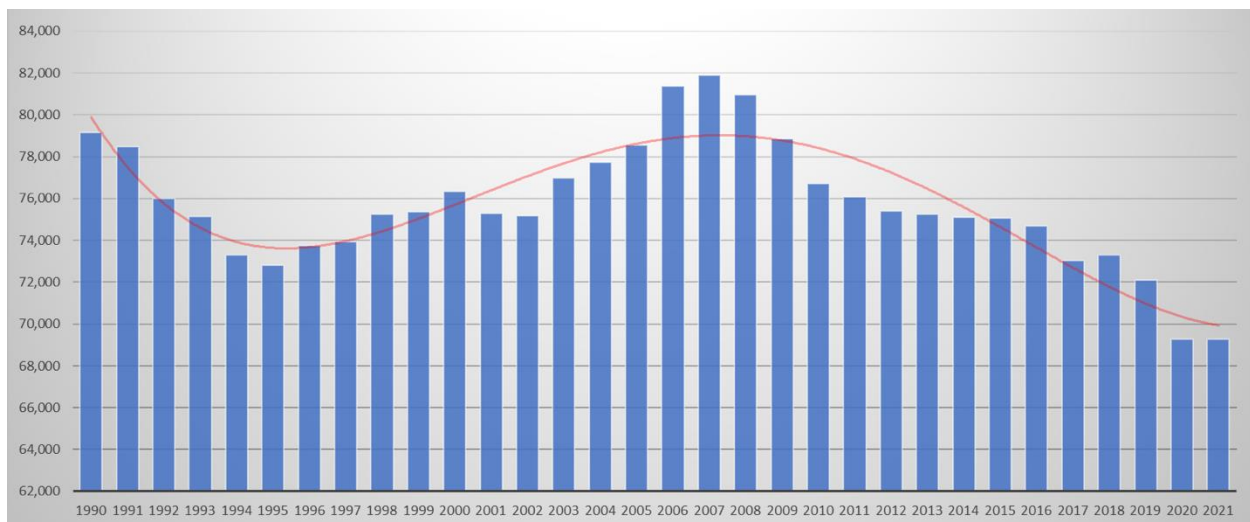
Many of the schools with the lowest enrollment rates would never have had large numbers, given their small footprint and limited space. These schools were likely strategically placed in rural areas across the state to serve students who would have been required to travel long distances to reach MSSD's larger schools in the more urban regions. Nevertheless, many of the smaller more rural schools are not immune to the reduction in enrollment. These schools have seen a decline in enrollment, at a similar pace, over a similar time period.

Exhibit 28. Enrollment Trends: Historical (2007 - 2024) and Forecasted (2025 - 2029)



An explanation for the trend in declining enrollment can be considered through a variety of factors; yet increasing experience and resources at the LEA level has generally risen to the most influential position amongst stakeholders. According to the Missouri Department of Health and Senior Services, the State of Missouri has experienced approximately 15% decline in live births over the same time as the declining enrollment displayed in the exhibit above; with a peak birth rate in 2007 at roughly 82,000 babies.⁷⁹ Less live births also likely contributed to the apparent reduction in enrollment experienced at MSSD but does not provide the full rationale.

Exhibit 29. State of Missouri Estimated Live Births from 1999 - 2021⁸⁰



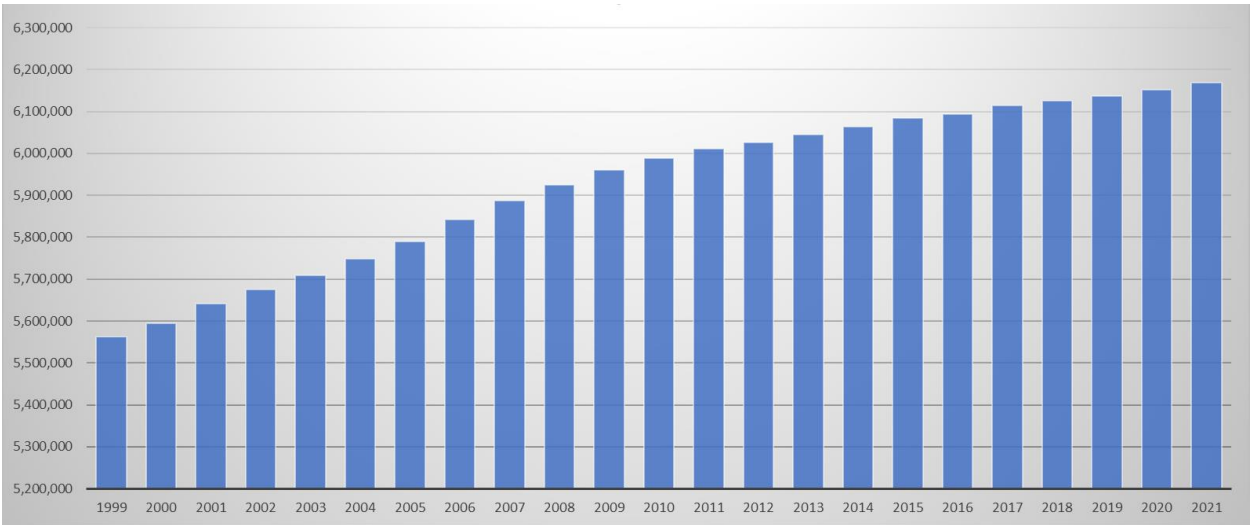
Alternatively, the population across the entire State of Missouri has risen approximately 5% over this similar time (2007-2021) from 5.9 million to nearly 6.2 million. The increase in population may have had a counteractive influence on the reduction in enrollment observed at MSSD yet was not enough to negate

⁷⁹ <https://healthapps.dhss.mo.gov/MoPhims/QueryBuilder?qbc=BM&q=1&m=1>

⁸⁰ Source: MO Dept of Health and Senior Services.

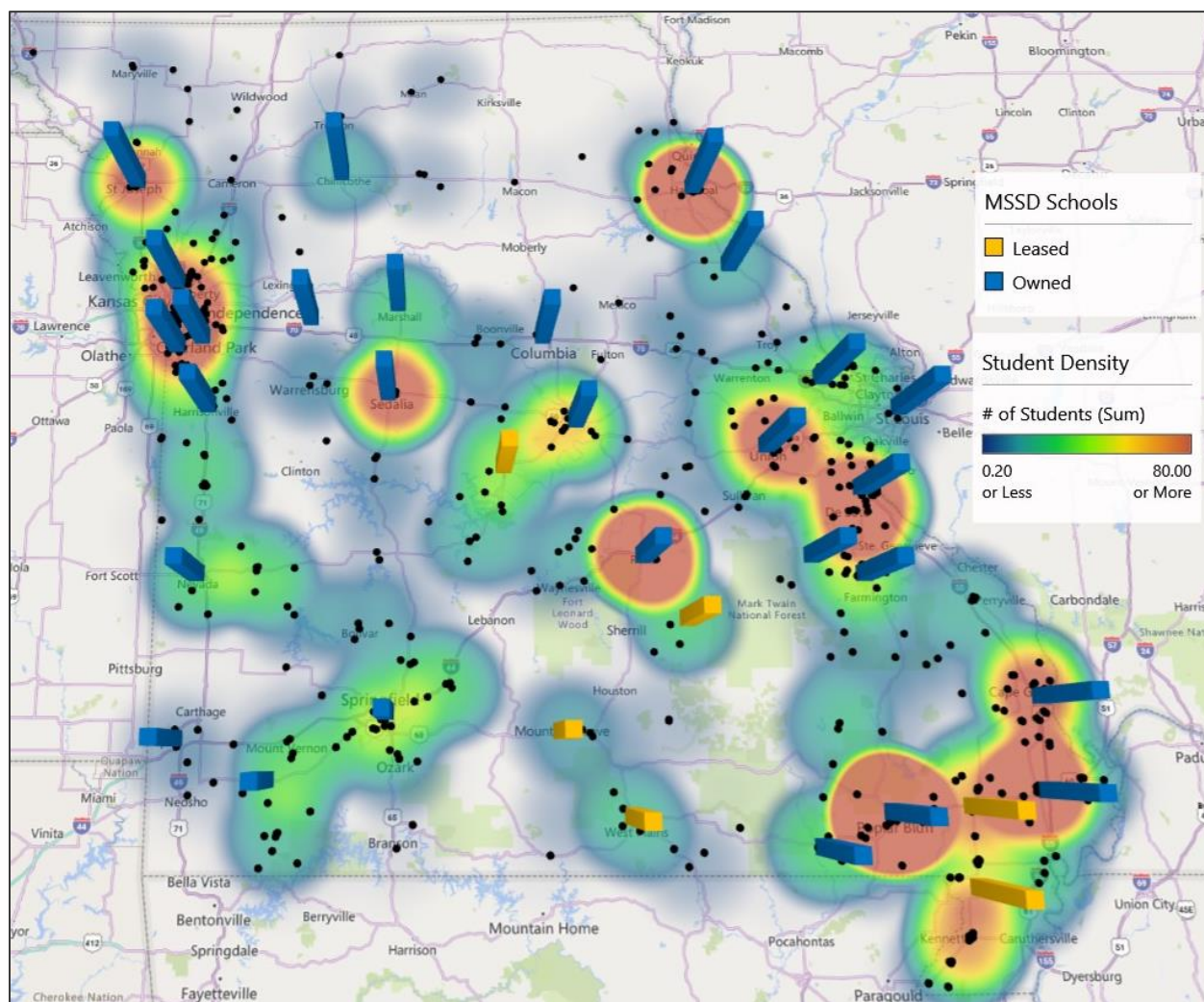
the decline. Thus, further support is made for the decrease in enrollment associated with an increased skillset and special education resources at the LEA level.

Exhibit 30. State of Missouri Total Population 1990 - 2021⁸¹



The following exhibit is a geographical representation of MSSD’s enrollment (2024) and proximity of schools. The small black dots are approximate location of where students live. The blue bars represent MSSD owned schools, and the orange bars represent MSSD leased schools. The heat maps provide a visual representation of the student density across the state.

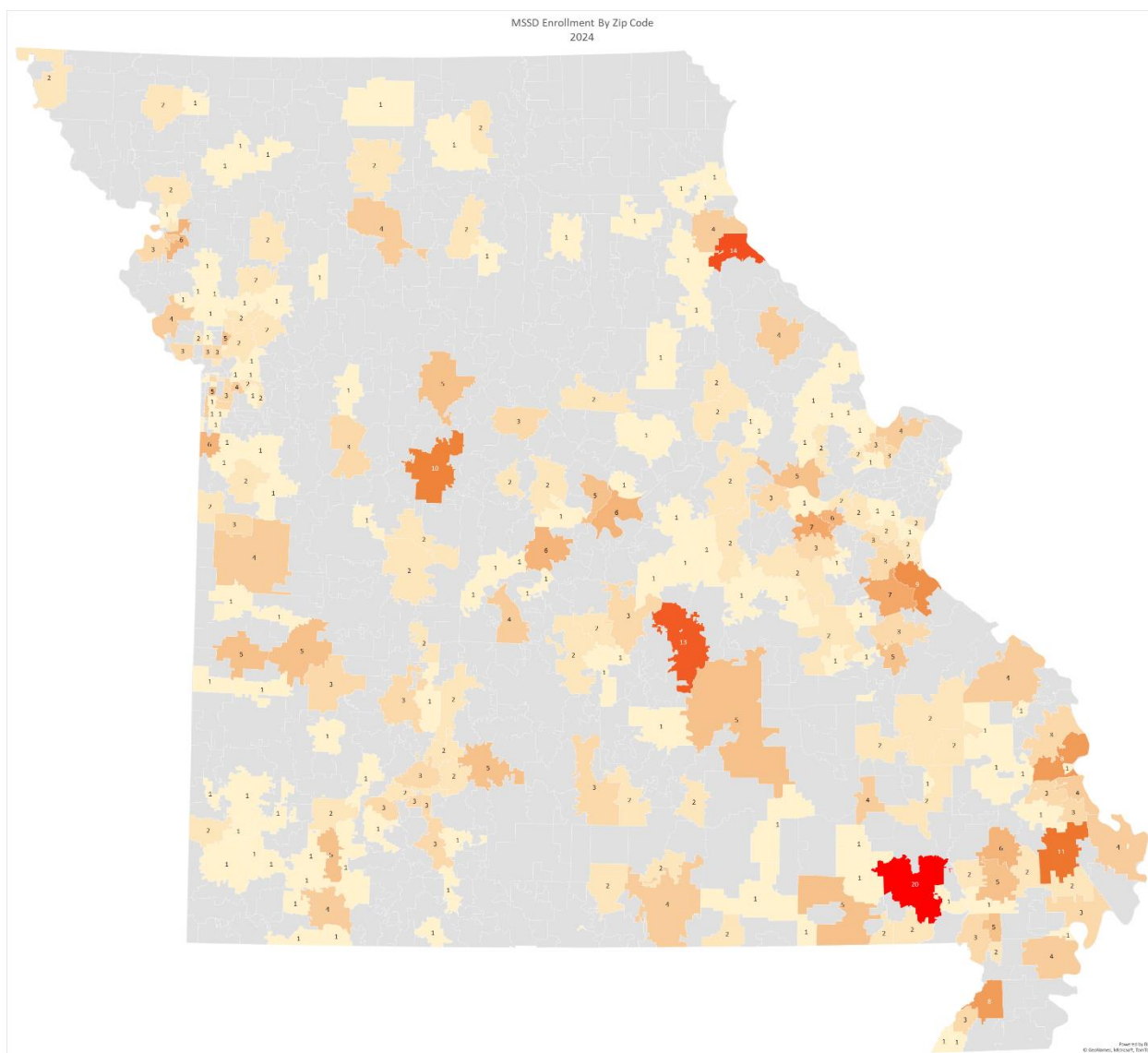
⁸¹ Ibid.

Exhibit 31. MSSD 2024 Enrollment Heat Map by Zip Code

As expected, areas with higher densities of students generally correlate with Missouri's larger cities and larger population pockets. Examples of these areas include Poplar Bluff, St. Louis suburbs, Rolla, Jefferson City, Springfield, and Kansas City. The city of St. Louis does not have a high density, and this is because Special School District serves those students with disabilities.

Additionally, there are students attending MSSD schools that live in more rural areas of Missouri where population densities are lower. When observing distances from the black dots to the nearest school, one can infer approximate transportation times to and from school on a daily basis.

The following exhibit is another heat map, yet this graphic includes the number of students as well. Within this visual, a darker red zip code represents higher density student population, and a lighter yellow represents lower student density in that area.

Exhibit 32. MSSD Enrollment Heat Map by Zip Code

Although there is a relatively even distribution of students across Missouri, the Poplar Bluff region in particular displays a significant student density in MSSD schools. Many of those 20 students are likely attending Shady Grove State School given 39 students were enrolled in 2024.

Clearly, there is a large portion of Missouri that does not have any students attending MSSD schools. This could be due to a variety of reasons including, but not limited to, not having a school close enough to a student to offer enrollment or the student's LEA may believe they have the necessary resources and skillset to keep them enrolled within their district.

Capacity

Fundamentally, the capacity of a school is defined as the number of students in which a particular building can hold. In simplistic terms, capacity can be thought of as the number of seats available. Alternatively, the number of students filling those seats is the enrollment.

Calculating capacity is inherently subjective in the K-12 industry, due to the variety of factors that can be considered, tweaked, and exceptions to the rule made during the process. Capacity should, at a minimum, be considerate of the programmatic needs, space available, and student population served. Additionally, spatial limitations should be reviewed to ensure an appropriate amount of square footage is provided for each student to learn.

For MSSD, the students being served have significant disabilities by definition of the state operated program. In general, these students require more support from a student to teacher ratio (STR) than a general education classroom in a traditional LEA.

For the purposes of this study, it was necessary to calculate the capacity of each school within MSSD to determine space utilization rates and subsequent availability. The capacity for each school was calculated by multiplying the number of general use classrooms by 6.3 students per classroom. This capacity per classroom quantity was derived from the following methods:

- Reviewing DESE regulations for caseloads and student teacher ratios.
- Empirically reviewing the current number of students per classroom in MSSD schools.
- Discussions with Central Office about staffing ratios and caseload management.

Caseloads and Student Teacher Ratios by Regulation

As described in the Allocations portion of the Human Capital section, caseloads in MSSD are variable and the level of support a teacher can provide a student in MSSD depends on a variety of factors. According to DESE Regulations⁸², the following considerations must be made when staffing determinations are performed:

- Instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- Data collection, observation, assessment, and report preparation;
- Consultation and IEP planning with general educators;
- IEP case management;
- IEP Team meetings and meetings with parents;
- Age of the students (younger students generally require more assistance with personal tasks such as toileting, dressing, and feeding); and,
- Travel time between assignments.

When assigning students to a self-contained classroom, consideration should also be given to the following:

- Severity of the disability of the students assigned to the classroom;
- Ages of students assigned to the classroom;
- Range of needs of the students as specified in their IEPs;
- Unique needs of the students as specified in their IEPs;
- Other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.); and,
- Level of paraprofessional support provided

⁸² <https://dese.mo.gov/media/pdf/regulation-ix-caseloads-2023>

MSSD students fall within the self-contained classroom category and thus all thirteen of the factors above must be considered when determining caseload.

Caseloads and class size requirements for early childhood special education (ECSE) have a more clearly defined class size per the regulation. The total number of students with Teachers of Severe/Low Incidence Classrooms⁸³ is 4-10. The average in this instance was determined to be $4 + 10 = 14 / 2 = 7$ students.

Students per Classroom in Practice

During onsite assessments, classrooms being utilized as general use classrooms were noted on the floor plans and associated enrollment of students at those schools were provided by MSSD. The number of students at the school was then divided by the number of classrooms to derive empirical evidence for MSSD's staffing practices and number of students in classrooms. Although staffing ratios may fluctuate, based on IEP requirements, aids and contract staff, it was determined that 5.4 students per classroom was the average across the MSSD portfolio, with a minimum of 2.0 per classroom at Citadel and maximum of 9.8 per classroom at Shady Grove. The following exhibit is an example of the calculation methodology at Greene Valley State School. There, 41 students are enrolled, and 6 classrooms are being utilized for general use. Thus, the resultant students per classroom was 6.8.

⁸³ <https://dese.mo.gov/media/pdf/regulation-ix-caseloads-2023>

Students per Classroom by Discussion

After review of the DESE regulations for caseload and an empirical analysis of current MSSD caseload practices in the schools was performed, a discussion with Central Office was carried out to arrive at a consensus for school capacity methodology. The clearest determination in the DESE regulations was seven students per teacher and the average students per classroom in MSSD's portfolio of schools was 5.3.

It is common practice in the industry to allow for flexibility of space in schools when calculating capacity for special programmatic needs and enrollment fluctuations by age group or grades. In MSSD's circumstance, the state operated program provides education to students ranging in age from 5 to 21. This large age range necessitates separation of students into appropriate age groups. Providing some additional space for administrators to create appropriate separation of students by age groups is certainly desirable. Therefore, finding a capacity compromise between the two methods of 7 and 5.3 was achieved by multiplying the capacity of seven students per classroom by 90%. This provided 10% flexibility of space in the schools and allowed for some breathing room when necessary. Therefore, $7.0 * 0.9$ equates to 6.3 students per classroom and was nearly the average of the two calculated methodologies.

Calculating Capacity by School

Once consensus of 6.3 students per classroom amongst stakeholders was achieved, an analysis was performed on every school building to determine its respective capacity.

A modern school constructed for the severely disabled would be equipped, at a minimum, with the following rooms:

- General Use Classrooms
- Special Use Classrooms
 - Therapy (Occupational, Physical, and/or Speech)
 - Sensory Room or Calming Room
 - Home Living Room
 - Gym
 - Cafeteria
- Administrative Spaces
 - Offices
 - Nurse
 - Kitchen

During the analysis, each MSSD school was evaluated for the above referenced spaces. The primary driver for calculating capacity at each school was the number of permanent general use classrooms (classrooms in modular buildings were not counted). The following exhibit provides the details for each school and the associated quantity.

Exhibit 34. Capacity and Spatial Analysis by School

SCHOOL	Capacity										Support / Admin		
	Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms	Office	Nurse	Kitchen
MSSD - Owned Buildings													
AUTUMN HILL STATE SCHOOL	6	1	0	1	1	1	6	42	37.8	0	2	0	1
B.W. ROBINSON STATE SCHOOL	5	1	0	0	1	1	5	35	31.5	2	2	0	0
BOONSLICK STATE SCHOOL	10	1	1	1	1	1	10	70	63	0	3	1	1
BRIARWOOD STATE SCHOOL	3	0	0	0	0	0	3	21	18.9	0	1	0	0
CEDAR RIDGE STATE SCHOOL	7	1	1	0	1	1	7	49	44.1	0	2	1	1
CITADEL STATE SCHOOL	2	0	0	0	0	0	2	14	12.6	0	1	0	0
COLLEGE VIEW STATE SCHOOL	10	1	2	1	1	1	10	70	63	0	3	1	1
CURRENT RIVER STATE SCHOOL	3	0	0	0	0	0	3	21	18.9	0	2	0	0
DALE M THOMPSON (TRAILS WEST) STATE SCHOOL	15	1	1	1	1	1	15	105	94.5	0	4	1	1
DELMAR COBBLE STATE SCHOOL	6	1	1	1	1	0	6	42	37.8	0	3	1	1
E.W. THOMPSON STATE SCHOOL	5	1	1	1	1	1	5	35	31.5	0	4	1	1
GATEWAY (HUBERT WHEELER) STATE SCHOOL	29	4	0	1	1	1	29	203	182.7	0	8	1	1
GREENE VALLEY STATE SCHOOL	15	1	1	1	1	1	15	105	94.5	0	4	1	1
H. KENNETH KIRCHNER STATE SCHOOL	5	0	1	0	1	0	5	35	31.5	0	2	1	1
HELEN M. DAVIS STATE SCHOOL	9	2	1	1	1	1	9	63	56.7	0	3	1	1
LAKEVIEW WOODS STATE SCHOOL	14	1	1	1	1	1	14	98	88.2	0	5	1	1
LILLIAN SCHAPER STATE SCHOOL	3	1	0	0	0	0	3	21	18.9	0	2	0	1
MAPAVILLE STATE SCHOOL	10	3	2	1	1	1	10	70	63	0	4	1	1
MAPLE VALLEY STATE SCHOOL	10	1	0	1	1	1	10	70	63	0	4	1	1
MISSISSIPPI VALLEY STATE SCHOOL	7	1	1	1	1	1	7	49	44.1	0	4	1	1
NEW DAWN STATE SCHOOL	7	0	1	0	1	1	7	49	44.1	0	3	1	1
OAKVIEW STATE SCHOOL	6	1	0	1	1	1	6	42	37.8	0	1	1	0
PARKVIEW STATE SCHOOL	8	1	1	1	1	1	8	56	50.4	0	4	1	1
RAIRIE VIEW STATE SCHOOL	10	1	1	1	1	1	10	70	63	0	3	1	1
ROLLING MEADOW STATE SCHOOL	7	1	1	1	1	1	7	49	44.1	0	2	1	1
SHADY GROVE STATE SCHOOL	5	1	1	1	1	1	5	35	31.5	0	3	1	1
SPECIAL ACRES STATE SCHOOL	5	0	0	0	0	0	5	35	31.5	1	2	1	0
VERELLE PENISTON STATE SCHOOL	3	1	0	1	1	1	3	21	18.9	0	2	0	0
MSSD - Leased Buildings													
BOOTHILL STATE SCHOOL	4	0	1	0	1	0	4	28	25.2	0	2	1	0
CROWLEY RIDGE STATE SCHOOL	2	0	1	0	1	1	2	14	12.6	0	1	1	0
DOGWOOD HILLS STATE SCHOOL	3	1	0	0	1	0	3	21	18.9	0	1	1	0
OZARK HILLS STATE SCHOOL	2	0	1	1	1	1	2	14	12.6	0	3	1	0
OZARK HORIZON STATE SCHOOL	4	0	0	0	1	1	4	28	25.2	0	1	1	1
SKYVIEW STATE SCHOOL	2	1	0	1	1	1	2	14	12.6	0	1	0	0
Totals	242	30	22	21	29	25	242	1694	1525	3	92	26	22

After the permanent general use classrooms were identified, the number of teaching stations was equated to the number of classrooms and was multiplied by 7 students per classroom. This was assumed to be the maximum capacity for the schools. Thereafter, the maximum capacity was reduced by 10% to account for the flexibility in space necessary by administration to allow for age group separation. This is referred to as the functional capacity.

The average capacity across MSSD's schools is 44.8 students. The maximum capacity is at Gateway (Hubert Wheeler) State School, which was determined to be 182.7 students. This school is currently closed, and the remaining students attend class at the Missouri School for the Blind (MSB). The minimum capacity of all MSSD's schools was 12.6 at Citadel State School.

A floor plan for each school, like the Greene Valley State School exhibit, is included in the Appendices to provide more detail around the capacity calculations and spatial analysis methodology.

The analysis performed in the exhibit above also provided insight into the Educational Adequacy of the schools from a spatial perspective. The table was conditionally formatted to show the spatial deficiencies at each location using a red fill color. These deficiencies are discussed in more detail in the Educational Adequacy section of the report.

Utilization

Fundamentally, utilization is a representation of how full a particular school is based on its capacity. This calculation is performed by dividing the number of students by the number of seats available.

$$\text{Utilization Rate} = \frac{\# \text{ of Students}}{\# \text{ of Seats}} \%$$

A higher utilization rate will result in lower overhead per student and optimization of resources. Utilization rate is an efficiency driving strategy for organizations. From a resource perspective, owning and operating buildings that are under-utilized is inefficient. Leveraging utilization rates can be a helpful metric for organizations to use when seeking to optimize resources.

Although increasing efficiencies is generally best practice in any organization, consideration and identification of repercussions should be taken when pursuing higher utilization rates. For MSSD, examples of these drawbacks could include increased transportation times and staffing challenges.

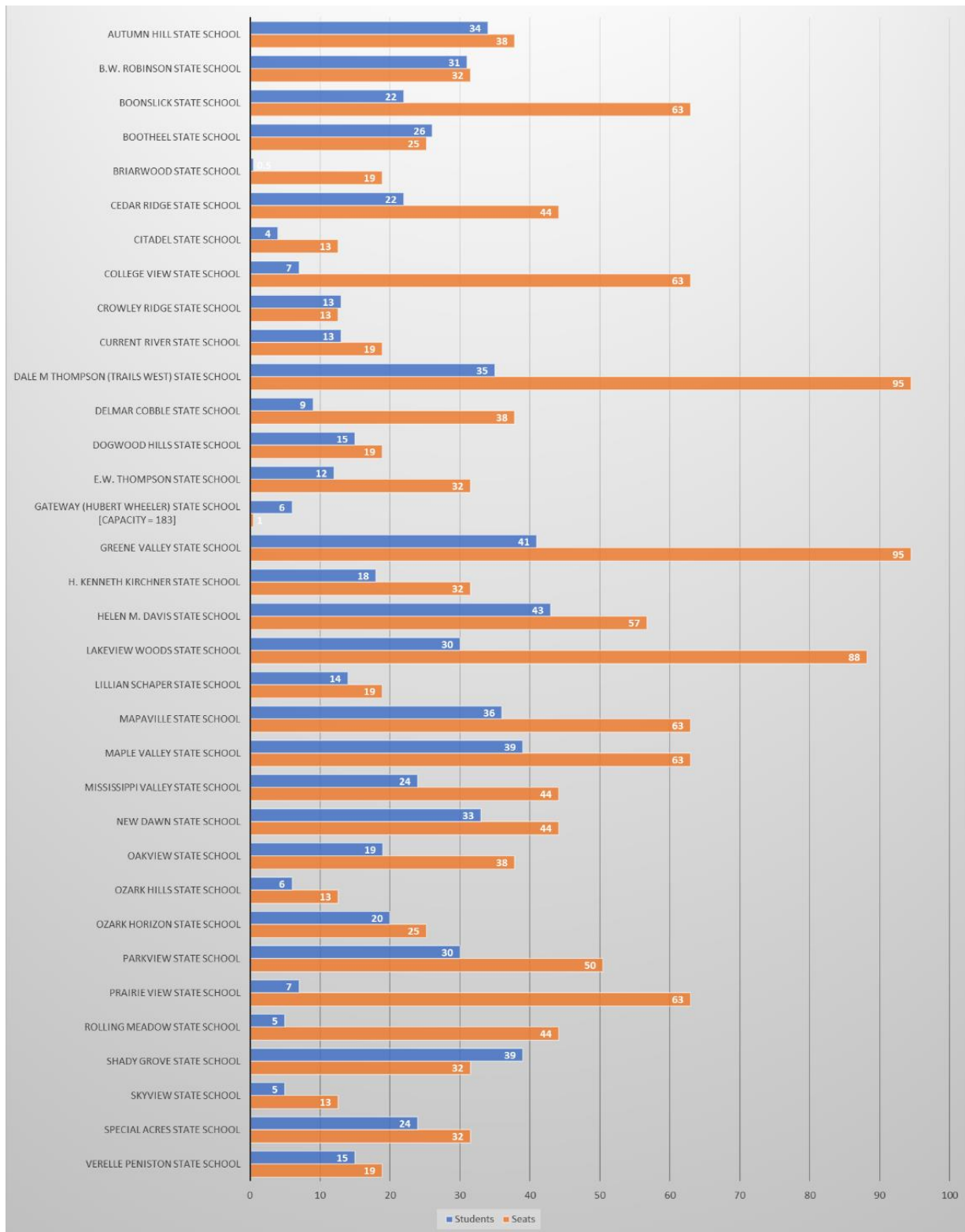
For schools, it is generally not recommended to enroll students to the maximum capacity of the building. Enrolling to maximum capacity often results in classrooms either being overcrowded, or students being moved into classrooms with peers that are not of the same age or cognitive ability. Instead, it is common for schools to enroll to the building's functional capacity. This methodology was discussed in the capacity section and is calculated by multiplying the maximum capacity by 90%. Reducing the maximum capacity by 10% generally allows for the flexibility necessary for administration to create adequate age group separation in the classrooms.

Although it is common for MSSD to combine students of various ages in a single classroom, many building administrators expressed a concerted effort to create classes of students by age group.

Overall, the utilization rate in MSSD is 46%. In 2024, there were 697 students enrolled and 1,525 seats available: resulting in 828 open seats. The average utilization rate amongst the remaining 32 open schools is 58%, with a maximum utilization of 124% at Shady Grove and a minimum utilization rate of 11% at Prairie View. Although Shady Grove is theoretically over-utilized using this methodology, the building administrator mentioned during the on-site assessment that they could support more students. Again, the functional capacity was derived to support a healthy target for MSSD schools per classroom while providing the necessary specials spaces (i.e., Home Living Rooms, Sensory Rooms, OT/PT Rooms, etc.).

The utilization rates in the following exhibit were calculated using 2024 enrollment data and the functional capacity methodology. The orange bars demonstrate the capacity, and the blue bars represent the 2024 enrollment.

Exhibit 35. Enrollment Versus Capacity by School, 2023-24



MSSD has closed Briarwood and Gateway School and consolidated to nearby schools that had available capacity. This approach is common for consolidation and organizations tend to review capacity and

utilization rates in schools geographically nearby to determine the best option. MSSD is currently broken into three areas and the following exhibits provide data specifically to each respective area.

Exhibit 36. Area 1 Schools with Select Key Data

Facility Name	Area	Condition Rank	Educational Adequacy	Facilities Maintenance	Safety & Security	Enrollment 2023-2024	Capacity @ 90%	Utilization
MSSD - Owned Buildings								
BRIARWOOD STATE SCHOOL	1	22	60%	90%	60%	0	19	0%
DALE M THOMPSON (TRAILS WEST) STATE SCHOOL	1	14	75%	79%	75%	35	95	37%
DELMAR COBBLE STATE SCHOOL	1	16	71%	72%	71%	9	38	24%
E.W. THOMPSON STATE SCHOOL	1	7	85%	72%	85%	12	32	38%
HELEN M. DAVIS STATE SCHOOL	1	12	62%	53%	62%	43	57	76%
LAKEVIEW WOODS STATE SCHOOL	1	26	56%	89%	56%	30	88	34%
MAPLE VALLEY STATE SCHOOL	1	8	71%	67%	71%	39	63	62%
PRAIRIE VIEW STATE SCHOOL	1	29	68%	94%	68%	7	63	11%
ROLLING MEADOW STATE SCHOOL	1	25	69%	67%	69%	5	44	11%
VERELLE PENISTON STATE SCHOOL	1	20	62%	51%	62%	15	19	79%
MSSD - Leased Buildings								
Totals						195	517	38%
						Open Seats	322	

Exhibit 37. Area 2 Schools with Select Key Data

Facility Name	Area	Condition Rank	Educational Adequacy	Facilities Maintenance	Safety & Security	Enrollment 2023-2024	Capacity @ 90%	Utilization
MSSD - Owned Buildings								
B.W. ROBINSON STATE SCHOOL	2	33	74%	53%	74%	31	32	98%
CEDAR RIDGE STATE SCHOOL	2	30	68%	68%	68%	22	44	50%
COLLEGE VIEW STATE SCHOOL	2	11	60%	71%	60%	7	63	11%
CURRENT RIVER STATE SCHOOL	2	17	54%	68%	54%	13	19	69%
GREENE VALLEY STATE SCHOOL	2	27	66%	96%	66%	41	95	43%
H. KENNETH KIRCHNER STATE SCHOOL	2	31	75%	72%	75%	18	32	57%
OAKVIEW STATE SCHOOL	2	23	60%	93%	60%	19	38	50%
SHADY GROVE STATE SCHOOL	2	28	73%	72%	73%	39	32	124%
MSSD - Leased Buildings								
DOGWOOD HILLS STATE SCHOOL	2	4	64%	63%	64%	15	19	79%
OZARK HILLS STATE SCHOOL	2	1	58%	90%	58%	6	13	48%
OZARK HORIZON STATE SCHOOL	2	19	56%	91%	56%	20	25	79%
SKYVIEW STATE SCHOOL	2	2	57%	50%	57%	5	13	40%
Totals						236	422	56%
						Open Seats	186	

Exhibit 38. Area 3 Schools with Select Key Data

Facility Name	Area	Condition Rank	Educational Adequacy	Facilities Maintenance	Safety & Security	Enrollment 2023-2024	Capacity @ 90%	Utilization
MSSD - Owned Buildings								
AUTUMN HILL STATE SCHOOL	3	13	60%	59%	60%	34	38	90%
BOONSLICK STATE SCHOOL	3	5	69%	56%	69%	22	63	35%
CITADEL STATE SCHOOL	3	21	59%	86%	59%	4	13	32%
GATEWAY (HUBERT WHEELER) STATE SCHOOL	3					6	183	3%
LILLIAN SCHAPER STATE SCHOOL	3	9	56%	68%	56%	14	19	74%
MAPAVILLE STATE SCHOOL	3	24	67%	71%	67%	36	63	57%
MISSISSIPPI VALLEY STATE SCHOOL	3	18	61%	71%	61%	24	44	54%
NEW DAWN STATE SCHOOL	3	10	54%	69%	54%	33	44	75%
PARKVIEW STATE SCHOOL	3	15	71%	87%	71%	30	50	60%
SPECIAL ACRES STATE SCHOOL	3	32	70%	98%	70%	24	32	76%
MSSD - Leased Buildings								
BOOTHEEL STATE SCHOOL	3	3	53%	64%	53%	26	25	103%
CROWLEY RIDGE STATE SCHOOL	3	6	51%	69%	51%	13	13	103%
Totals						266	586	45%
						Open Seats	320	

Overall, MSSD is 46% full, and this is relatively evenly distributed across the State. Low utilization rates, ranging from 38% in Area 1 to 56% in Area 2 can be observed. Another important component is that Area 1 has no leased facilities, while 1/3 of Area 2 schools are leased facilities. Since Briarwood was

consolidated into Trails West in 2024, the consolidation effort reduced the number of open seats by 19; this is not reflected in the exhibit above.

Educational Adequacy

Strengths

- **Owned Schools are Better Equipped.** The large schools are generally owned by the State and are built with spaces that are found in a modern day schools for students with ESN, such as OT/PT/ST spaces, Sensory Rooms, Art, Music, Home Living, Nurse, Administration, Cafeteria, and Gymnasium.
- **Equipment and Furniture.** Foam wedges, Hoyer lifts, bicycles, chairs, etc. are widespread through the facilities.
- **Biophilic Design.** Aspects of biophilic design are readily available in most schools. Natural light through windows, access to greenery and plants, and outdoor learning spaces are typical. Also, many of the schools are located on plots of land that offer open space to students and staff for teaching and learning via courtyards and vast outdoor play areas.

Opportunities

- **Equipment and Furniture.** Schools have inherited so much equipment from parents and graduating students in the past that there is an excess in many buildings.
- **Leased Schools – Rooms for Specials.** The leased facilities are smaller in general and have limited dedicated space for special activities such as OT/PT/ST, Sensory/ Calming, Art, Music, Physical Education, and Home Living / Life Skills.
- **Leased Schools – Support Space.** The leased facilities are also limited for support space due to their inherent small size. The buildings often have one multi-purpose area that serves as the cafeteria, kitchen, gymnasium, and OT/PT/ST room.
- **Leased Schools – Playgrounds.** The leased facilities provide less for MSSD students from playground equipment, fall surface, access, and adequacy perspective. Many of the leased facilities playgrounds are representative of a typical residential playground.
- **Lighting.** Natural lighting is available in most of the schools through windows; yet teachers have installed lighting covers or home-made cloth covers over fixtures to act as dimmers in most of the schools to reduce the light levels for students sensitive to light.
- **Parent Space.** Areas for parents to store their belongings and privately meet with the staff and children are limited.
- **Wayfinding.** Signage was lacking throughout all MSSD schools. Although most students do not leave the classrooms unattended, some were observed going to the restroom alone.

The State of Oregon Department of Education (ODE) Office of School Facilities describes educational adequacy as criteria that translate the physical requirements of the educational program into words that enable the district, architect, and public to visualize how the indoor learning environment may impede or advance educational activities. This in turn helps architects and engineers design solutions that better support the community's educational vision. ODE encourages school districts to use educational

adequacy to help identify elements that are conducive to a healthy and comfortable indoor learning environment.⁸⁴ These guidelines were helpful in reviewing the educational adequacy of MSSD.

During Phase 1 of the review, PCG and Capital AE reviewed the educational adequacy of each of the six sites assessed. The remaining 28 sites were assessed using the same criteria and rating system. Two major categories were analyzed to determine educational adequacy for each site: (1) space types and (2) aspects of those spaces.

Overall, each school was scored and ranked against one another using quantitative methods.

Types of Spaces

Educating students in a building constructed with the necessary spaces to adequately teach and learn is vital to the mission of MSSD. Inequities were observed across the portfolio of schools during the assessments and a lack of appropriate spaces correlates to limitations on a teacher's ability to perform their duty and students to learn and thrive.

For example, the leased facilities do not appear as if they were constructed with the design intent to be schools. During onsite assessments in Phase 1, MSSD administration informed the assessment team that one building was originally constructed and operated as a dental office and later converted into an MSSD school. The opportunity to provide the types of spaces needed for a school is best captured during the design phase and renovations allow for more limited opportunity to create educationally adequate facilities.

Alternatively, it was apparent in the MSSD owned schools that the buildings were designed and constructed specifically for students with severe disabilities. Although most MSSD schools were constructed long before ADA standards were developed, the buildings have no stairs and all but Gateway (Hubert Wheeler) are single story buildings. Additionally, restrooms have ADA stalls, playgrounds are constructed with accessible surfaces and equipment, and showers and changing stations were provided in many of the restrooms.

An analysis of the types of spaces was completed through onsite observation and review of existing floor plans provided by MSSD and OA-FMDC. In a modern-day school for severely disabled students, the following space types would be constructed and subsequently these spaces were annotated in the workbook:

- General Use Classrooms
- Specialized Therapy Rooms (Occupational Therapy, Physical Therapy, and Speech Therapy)
- Sensory Rooms or Calming Rooms (i.e., Respite Rooms)
- Home Living Spaces
- Gymnasium
- Cafeteria
- Administration / Offices
- Nurse
- Kitchen

The following exhibit provides a breakdown of the quantity of spaces for each category. The table was conditionally formatted to visually display those spaces missing from the schools using a red fill color and a zero. A zero means the school was not equipped with that type of space and therefore did not receive

⁸⁴ ODE Technical Assistant Program. Improving Student Outcomes Through Educational Adequacy Review Standards for School Facilities. August 2021.

credit. A number greater than zero in the field indicates the school was equipped with the associated type of space.

Exhibit 39. Educational Adequacy from a Spatial Analysis Lens

SCHOOL	Capacity						Support / Admin		
	Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	Office	Nurse	Kitchen
MSSD - Owned Buildings									
AUTUMN HILL STATE SCHOOL	6	1	0	1	1	1	2	0	1
B.W. ROBINSON STATE SCHOOL	5	1	0	0	1	1	2	0	0
BOONSLICK STATE SCHOOL	10	1	1	1	1	1	3	1	1
BRIARWOOD STATE SCHOOL	3	0	0	0	0	0	1	0	0
CEDAR RIDGE STATE SCHOOL	7	1	1	0	1	1	2	1	1
CITADEL STATE SCHOOL	2	0	0	0	0	0	1	0	0
COLLEGE VIEW STATE SCHOOL	10	1	2	1	1	1	3	1	1
CURRENT RIVER STATE SCHOOL	3	0	0	0	0	0	2	0	0
DALE M THOMPSON (TRAILS WEST) STATE SCHOOL	15	1	1	1	1	1	4	1	1
DELMAR COBBLE STATE SCHOOL	6	1	1	1	1	0	3	1	1
E.W. THOMPSON STATE SCHOOL	5	1	1	1	1	1	4	1	1
GATEWAY (HUBERT WHEELER) STATE SCHOOL	29	4	0	1	1	1	8	1	1
GREENE VALLEY STATE SCHOOL	15	1	1	1	1	1	4	1	1
H. KENNETH KIRCHNER STATE SCHOOL	5	0	1	0	1	0	2	1	1
HELEN M. DAVIS STATE SCHOOL	9	2	1	1	1	1	3	1	1
LAKEVIEW WOODS STATE SCHOOL	14	1	1	1	1	1	5	1	1
LILLIAN SCHAPER STATE SCHOOL	3	1	0	0	0	0	2	0	1
MAPAVILLE STATE SCHOOL	10	3	2	1	1	1	4	1	1
MAPLE VALLEY STATE SCHOOL	10	1	0	1	1	1	4	1	1
MISSISSIPPI VALLEY STATE SCHOOL	7	1	1	1	1	1	4	1	1
NEW DAWN STATE SCHOOL	7	0	1	0	1	1	3	1	1
OAKVIEW STATE SCHOOL	6	1	0	1	1	1	1	1	0
PARKVIEW STATE SCHOOL	8	1	1	1	1	1	4	1	1
PRAIRIE VIEW STATE SCHOOL	10	1	1	1	1	1	3	1	1
ROLLING MEADOW STATE SCHOOL	7	1	1	1	1	1	2	1	1
SHADY GROVE STATE SCHOOL	5	1	1	1	1	1	3	1	1
SPECIAL ACRES STATE SCHOOL	5	0	0	0	0	0	2	1	0
VERELLE PENISTON STATE SCHOOL	3	1	0	1	1	1	2	0	0
MSSD - Leased Buildings									
BOOTHEEL STATE SCHOOL	4	1	1	0	0	1	2	1	0
CROWLEY RIDGE STATE SCHOOL	2	0	1	0	0	1	1	1	1
DOGWOOD HILLS STATE SCHOOL	3	0	0	0	0	1	1	1	0
OZARK HILLS STATE SCHOOL	2	0	1	0	0	1	3	1	0
OZARK HORIZON STATE SCHOOL	4	0	0	0	0	1	1	0	0
SKYVIEW STATE SCHOOL	2	0	1	0	0	1	1	0	0
Totals	242	29	23	19	23	27	92	25	22

From a Space Type perspective, MSSD's portfolio of schools ranges from highly educationally adequate to minimally educationally adequate. For example, Shady Grove, Rolling Meadow, Prairie View, and Parkview schools were all constructed with every type of space identified in the assessment checklist. Alternatively, most of the leased facilities lack the majority of specialized spaces and typically consist of general use classrooms on one side of the building and a single multi-purpose room on the other.

For example, 0% of the leased facilities were constructed with a Home Living Room dedicated to teaching life skills. Alternatively, more than 68% of the MSSD owned schools were constructed with a dedicated Home Living Room.

Exhibit 40. Photos of Home Living Classrooms and Mississippi Valley (left) and Parkview (central/right)



Overall, MSSD owned facilities scored 73% from a space type perspective. Comparatively, the leased facilities scored 37%. The following exhibit provides a breakdown from a space perspective for educational adequacy for MSSD owned versus leased buildings. It should be noted that the leased facilities utilized a multi-purpose room for many things.

Exhibit 41. Educational Adequacy from a Space Type Lens

SCHOOL	Overall Score	OT/PT	Sensory	Home Living	Gym	Café'
MSSD - Owned Buildings	73%	79%	61%	68%	82%	75%
MSSD - Leased Buildings	37%	17%	67%	0%	0%	100%

Aspects of Spaces

Educating students in a well-designed building that supports effective teaching and learning is essential to MSSD's mission. However, assessments revealed significant inequities across the school portfolio, with many spaces lacking the necessary features. These deficiencies limit teachers' ability to perform their duties and hinder students' ability to learn and thrive.

In total, 56 questions were developed within a checklist to assess educational adequacy at each site. The questions were categorized into 14 classifications to aid in summarizing the data collected. The quantity of questions in each category ranged from eight in Building Security to one in the Sensory Stimulation category. The purpose was to provide a comprehensive assessment within every category to accurately depict educational adequacy from each site. The educational adequacy assessment checklist can be found in the appendices.

Given the uniqueness of MSSD, the questions developed, and classifications derived, for the educational adequacy checklist were customized for the student population attending MSSD schools. For example, several ADA aspects were incorporated including whether ADA accessible showers were available in the restrooms. If the restrooms were sized properly to accommodate equipment and personnel necessary to support non-ambulatory students. The Equipment and Furniture category included questions around whether the school was equipped with transfer lifts (i.e. Hoyer lifts), therapy balls, foam wedges, and walkers.

Customized questions were derived around aesthetics and lighting to analyze spatial aspects that tend to have more of an impact on students with disabilities. For example, in the Lighting category, the schools were assessed for dimming capabilities to reduce light output for more sensitive students, color-tunable

controls for mood and emotional regulation, and for blinds on the windows to reduce glare from the sunlight. In the aesthetics category, the schools were assessed for spatial aspects around paint colors in the natural spectrum such as blues, greens, and yellows to understand the level of educational adequacy for emotional regulation and ceiling heights were assessed to determine adequacy around impact for confinement and reduction in feelings of claustrophobia.

The following table is a summary of the 15 educational adequacy categories that were assessed and associated number of questions within each category:

Exhibit 42. Educational Adequacy Spatial Aspect Categories Assessed

Category	# of Questions
Acoustics	3
Aesthetics (Sensory Affects)	6
Lighting	6
Sensory Stimulation	1
Biophilic Design	3
Building Security	8
Communal Areas	1
Parent Areas	1
Equipment and Furniture	2
Elevators	2
Wayfinding	3
Outdoor Space	4
Privacy	1
Space Types	8
Restrooms	7

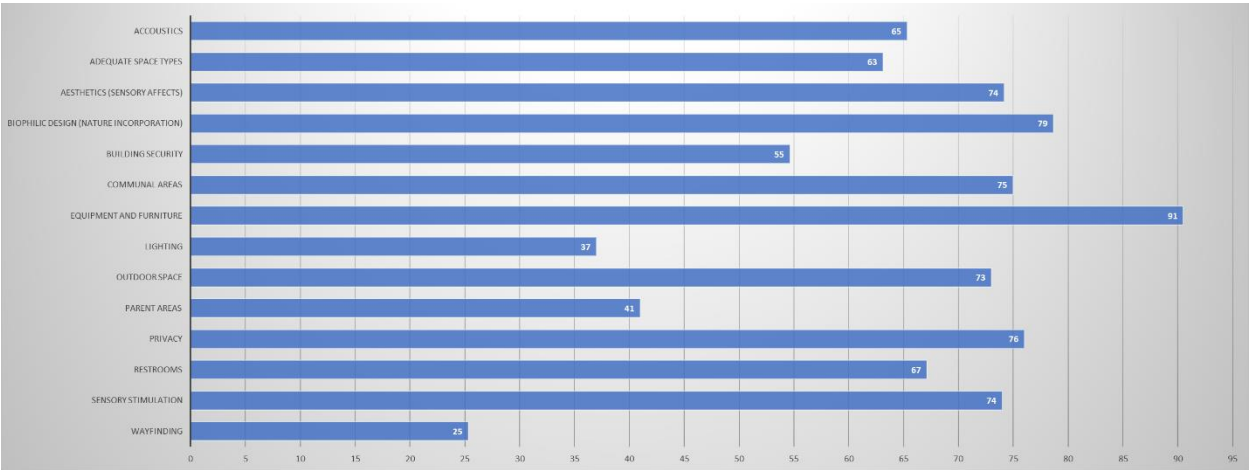
In order to conduct a quantitative analysis for each site and compare them to one another, each question was scored on a scale from 0-3. The following exhibit provides a description and example of each score based on question 53, “Is a changing table located in the restroom that is age appropriate or adjustable?”

Exhibit 43. Educational Adequacy from a Space Type Lens

Rating	Description	Example
0	Not observed or not present.	No changing tables were observed.
1	Poor Adequacy	A changing table is only available in the nurses office.
2	Fair Adequacy	Changing tables are available in the restrooms, yet are not adjustable.
3	Excellent Adequacy	Changing tables are available in multiple locations and are age appropriate and/or adjustable.

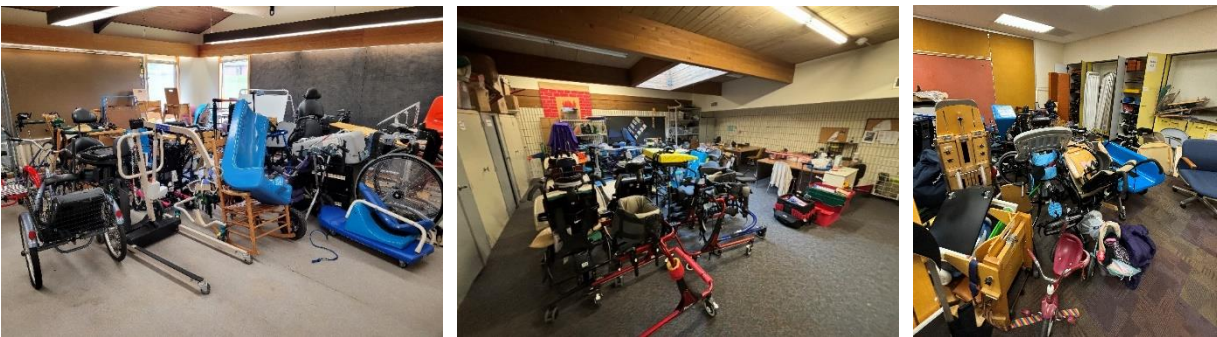
The following exhibit provides a visual representation of the total scores received for each category in the spatial aspect component of the educational adequacy assessment. This graph demonstrates, from a portfolio level, the educational adequacy of MSSD's schools.

Exhibit 44. Educational Adequacy of MSSD’s Portfolio from a Categorical Perspective



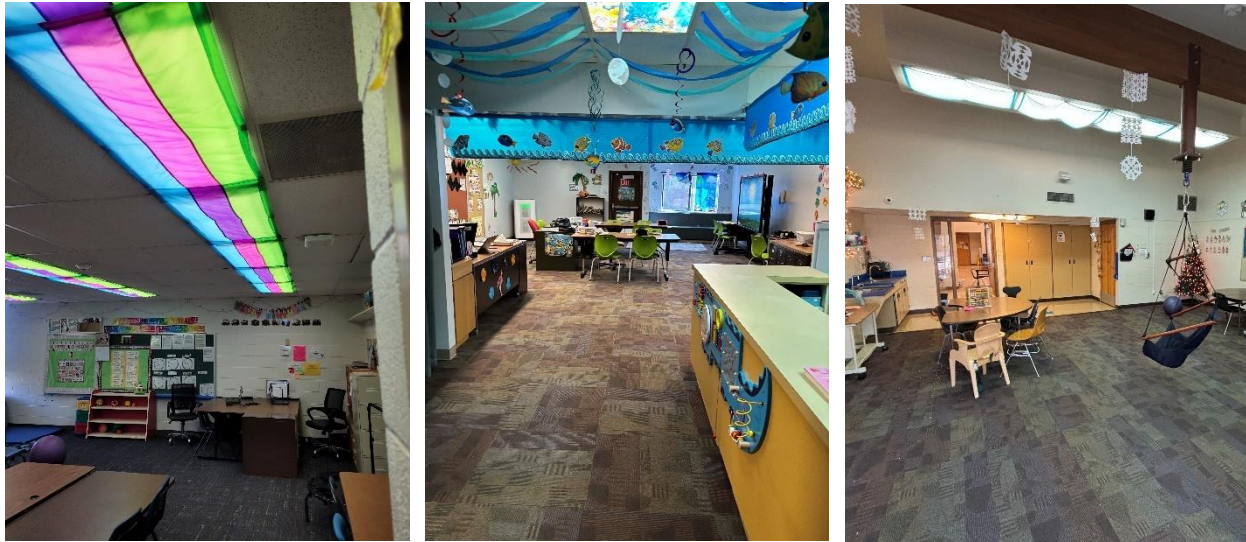
Most schools are furnished with the proper equipment and furniture necessary to conduct school for students with disabilities. As was mentioned, MSSD schools have inherited an excess of equipment from parents and graduating students over decades and the equipment is being stored in various rooms and hallways. Therefore, it is not surprising to see the Equipment and Furniture category scored very high from an adequacy perspective.

Exhibit 45. Photos of Classrooms Used for Excess Equipment Storage



As discussed in the school condition section, OA-FMDC has invested properly in critical infrastructure building systems like roofs, HVAC, and fire alarms to ensure MSSD schools are protected and operational. Unfortunately, lighting has not been upgraded in many of the schools for decades and lacks modern controls and color tunability to serve students with disabilities. This has resulted in teachers installing homemade cloth covers over the fixtures to reduce the light output. Therefore, lighting scored second lowest of all educational adequacy categories, with wayfinding being the lowest in the assessment. Lighting can have a significant impact on student emotions, behavior, and outcomes and would be a good investment to increase educational adequacy. In addition to improving the quality of the indoor environment and student outcomes, upgrading lighting has a significant return on investment due to the energy savings for those that have not been upgraded to LED technology.

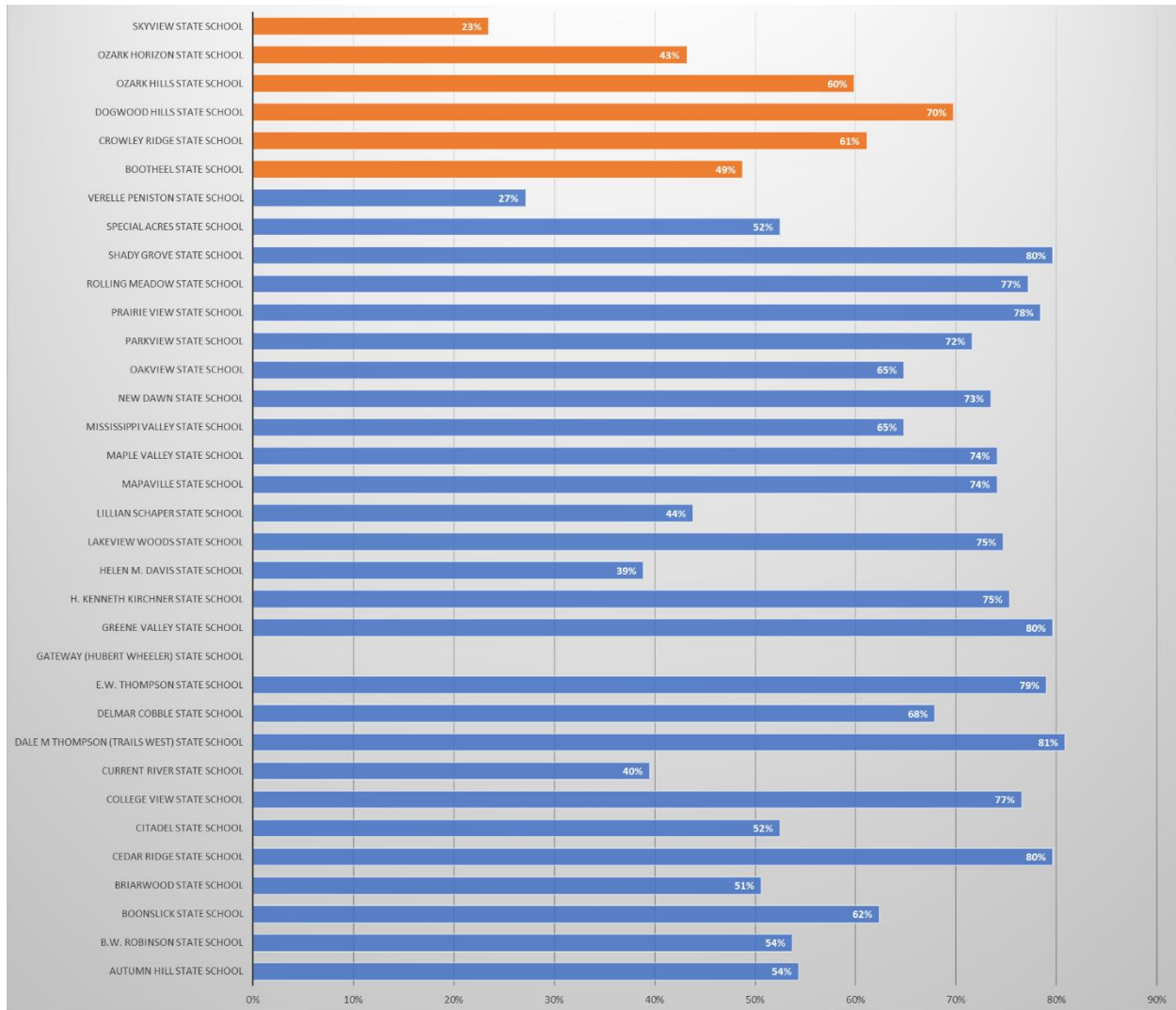
Exhibit 46. Photos of Lighting Fixtures With Covers to Reduce Light Output: Helen Davis (left), Shady Grove (center), E.W. Thompson (right)



Scores by School

The following exhibit provides a breakdown of each school and the associated educational adequacy score from a spatial aspect. The leased facilities have been colored orange for comparative purposes. Gateway School was not assessed due to the inability to access the inside of the building during the onsite assessments.

Exhibit 47. Educational Adequacy Scores by School



There is a wide range of educational adequacy scores across MSSD’s portfolio of schools from the aspects of space perspective. This wide range of scores demonstrates the expansive inequities that exist amongst the schools.

For example, Trails West scored the highest at 81%. This school received high scores in nearly every category, with lighting being the exception. The school was clearly constructed for students with disabilities and was built for a student population that supports the design and construction of a separate gym, cafeteria, kitchen, nurse’s office, home living, sensory room, and so on. The following exhibit is a floor plan showing the multitude of spaces available to students at Trails West.

Additionally, Trails West was constructed with showers that are ADA accessible and equipped with a shower wand in the event a student needs to be cleaned.

Exhibit 49. Photo of Trails West ADA Accessible Shower

Trails West playgrounds are constructed with a monolithic play surface that acts both as an ADA accessible path and certified fall surface. Additionally, the playgrounds are equipped with play equipment that is ADA accessible and age appropriate.

Exhibit 50. Photos of Trails West Playground

In contrast, Skyview State School scored the lowest at 23%. This building is a leased facility and received low scores in nearly every category, with exception to biophilic design and restrooms. This building appears to have been designed and constructed for a purpose other than for students with disabilities and was renovated to accommodate the purpose of the MSSD lease. The building is small in size, has two classrooms and a multi-purpose room that serves as the gym, cafeteria, laundry, and kitchen. The following exhibit is a floor plan showing the limited space available to students at Skyview.

Skyview was constructed without showers that are ADA accessible; yet they are equipped with a shower wand in the event a student needs to be cleaned. It would be difficult to get a non-ambulatory student into this shower, given no lift is available in the restroom. These situations could contribute to increased staff injuries, student injuries, and worker's compensation claims.

Exhibit 52. Photo of Skyview non-ADA Accessible Shower

Skyview playgrounds were not constructed with a play surface and are natural grass. Natural grass is not a certified fall surface and can be difficult to navigate when wet or when not adequately maintained. The play equipment was lacking as well given there are no play structures and none of the swings are wheelchair accessible.

Exhibit 53. Photo of Skyview Playground

Many of the leased facilities playgrounds were inadequate from both a fall surface and equipment perspective. If fall surfaces were present, they were made of rubber tiles that are failing across many MSSD schools. These present trip hazards and large gaps that the wheelchairs get stuck in according to staff.

Exhibit 54. Photos of Playgrounds in Leased Facilities: Ozark Hills (top left), Dogwood Hills (top right), Bootheel (bottom left), Skyview (bottom center), and Crowley Ridge (bottom right).



Facilities Maintenance

Strengths

- **OA-FMDC Proximity to MSSD Schools.** OA-FMDC maintenance technicians are set up with offices in empty MSSD classrooms.
- **Roofs are in good condition.** OA-FMDC has been investing adequate funding into MSSD roofs. The replacement strategy is on par or above industry standard and provides relatively dry buildings across MSSD's portfolio of owned schools.
- **Cleanliness.** Overall, the custodial staff take good care of the facilities (including the restrooms) from a cleaning standpoint.
- **Emergency Evacuation Routes.** Floor plans are observed and posted in correct locations at nearly every school identification emergency egress route and evacuation point.

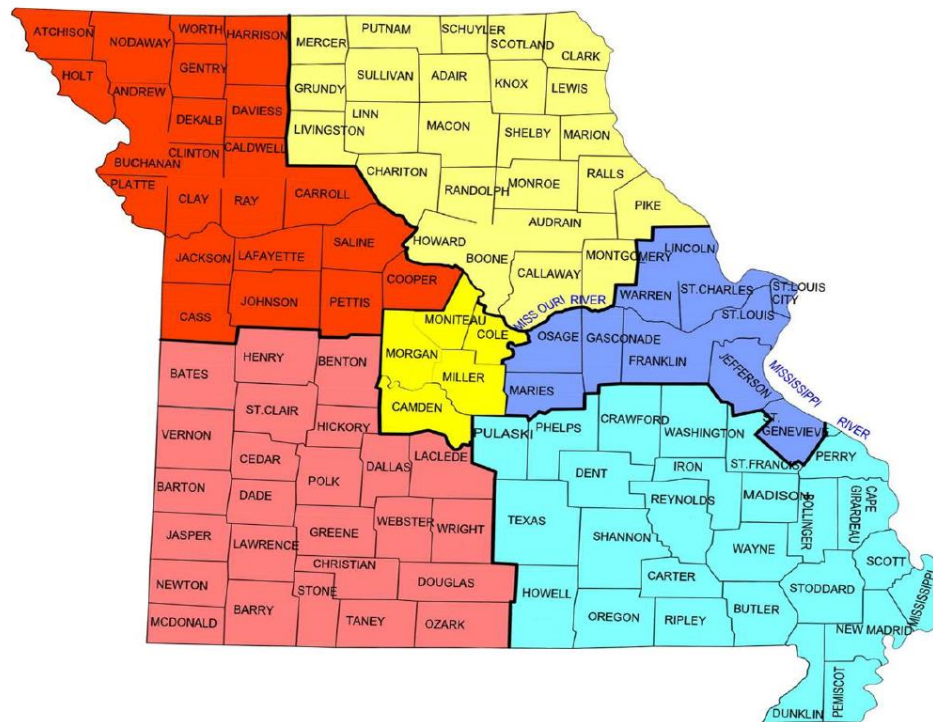
Opportunities

- **Chemical Management Plan.** A chemical management plan with proper communication channels to the schools would be helpful to custodial staff and building leadership. Chemicals disposal processes appear undefined and would aid in reducing chemicals on the shelf and eliminate expired chemicals in MSSD schools.
- **Visitor Signage is Inadequate.** There was minimal signage at the entry points to the building to direct visitors to report to the front office to sign in.
- **Locked Custodial Closets.** Many of the custodial closets are unlocked. Although students are not generally moving throughout the building unattended, having these and mechanical/electrical room doors locked at all times ensures student safety.

Office of Administration – Facilities Management, Design, and Construction

The Office of Administration – Facilities Management, Design, and Construction (OA-FMDC) is responsible for the maintenance and upkeep of MSSD facilities and is comprised of two departments: Maintenance and Capital Improvements. The department is divided into six regions (west, southwest, central, north central, east, and southeast). The exhibit below provides a visual of how the State is regionalized within OA-FMDC.

Exhibit 55. OA-FMDC State Regions Map



The work of each of the regions shown in the map above is overseen by an Area Supervisor with support from the maintenance technicians in caring for the facilities.

It is important to note that OA-FMDC is responsible for the following State Department buildings, in addition to DESE's MSSD sites:

- Department of Agriculture
- Department of Corrections
- Department of Natural Resources (Geological Survey)
- Department of Mental Health
- Department of Public Safety (Missouri National Guard)
- Department of Social Services
- Office of Administration

Below is a summary of each department within OA-FMDC.

- **Maintenance.** The maintenance department is responsible for making routine repairs, performing preventative maintenance, and responding to On-Demand work orders as they are received. Maintenance technicians are disbursed throughout the state (several offices in DESE schools) to ensure appropriate response time and commitment to maintaining OA facilities. The maintenance technicians are also responsible for collaborating with the Capital Improvements department to assess each school and to refine the Capital Improvements list.
- **Capital Improvements.** The Capital Improvements (CI) department collaborates with the Maintenance Department to identify major building needs. In addition, the CI department is responsible for prioritizing and allocating funding for those major needs within MSSD facilities. OA-FMDC has a Capital Improvement Manager role for each region; this person is responsible for assessing the buildings within their region on a routine basis, inputting the improvements into

CIBR (OA-FMDC's software for tracking CI's), and helping the department allocate funding appropriately on an annual cycle.

Given OA-FMDC is responsible for the upkeep of so many different departments within the State, the level of priority for the maintenance technicians to devote to MSSD is situational and dependent on the needs of all buildings within their region at a given time. Feedback received from stakeholders during Phase 1 indicated the overall structure, service, and relationship with OA-FMDC is supportive and continues to improve. That feedback was validated in this phase of the study after assessing the remaining 28 schools and engaging in more stakeholder discussions. When there is an emergency maintenance issue at a school site, BAs receive timely follow-up from OA-FMDC maintenance technicians.

Given the declining enrollment trends MSSD has experienced, the schools have developed availability of space, and many have empty classrooms. Additionally, the geographical proximity and relative disbursement of these schools has created opportunities for OA-FMDC to occupy these empty rooms with their maintenance technicians. The empty classrooms have been converted into office and storage spaces for the technicians. In many of the schools, the classrooms are even utilized as a shop for the technicians to repair various pieces of equipment on site and reinstall in the field. This was observed through work benches, vices, and various power tools.

Exhibit 56. OA-FMDC Offices in MSSD Classrooms at Mapaville (left) and Parkview (right)



Allowing OA-FMDC to co-exist in MSSD schools has proved to be valuable to MSSD as well. Response times are inherently more prompt given their proximity and using the schools as home base. Additionally, it was apparent through discussions with the maintenance technicians at each school that they were attuned to the building's needs and nuances.

Alternatively, the lack of control over the maintenance technicians and funding within OA-FMDC being distributed across eight State departments is a challenge. In Phase 1, several focus group participants discussed whether school upgrades, particularly for safety and security concerns, should have been prioritized over other State agency buildings because of the direct impact to MSSD's students with disabilities. As noted, the MSSD Central Office staff have been meeting monthly with leadership at OA-FMDC, and these meetings have led to a better relationship, level of communication, and understanding of the priorities within each department.

Assessment Criteria

Educating in buildings that are properly maintained ensures adequate student/staff safety, extends the life expectancy of building components, and improves the quality of the indoor environment. Assessments revealed inequities across the school portfolio, showing that inadequate facilities maintenance directly affects teachers' ability to perform their duties and hinders students' ability to learn and thrive.

In total, 54 questions were developed within a checklist to assess facilities maintenance at each site. The questions were categorized into 11 classifications in order to aid in summarizing the data collected. The quantity of questions in each category ranged from seven in Hallways to three in the Chemicals category. The purpose was to provide a comprehensive assessment within every category to accurately depict the adequacy of facilities maintenance at each site. The facilities maintenance assessment checklist can be found in the appendices.

In general, the questions in the facilities maintenance checklist were derived from a standard K-12 School Facilities Maintenance assessment. Although MSSD is unique and the student population is focused on educating students with disabilities, the buildings require similar maintenance to a traditional LEA school.

Many of the questions included in the facilities maintenance assessment would be associated with duties common for custodial staff or OA-FMDC maintenance technicians. For example, "Are floor mats provided at the inside of all entrances?" This ensures safety of students from fall hazards when wet and provides a higher level of cleanliness throughout the facilities from students and staff tracking debris in from the outside. In the restrooms category, an assessment question includes "Are the restrooms maintained, clean, and sanitary?" Providing clean and sanitary restrooms for students and staff is fundamental to feeling comfortable in the learning environment.

The following table is a summary of the 11 facilities maintenance categories assessed and the associated number of questions within each category:

Exhibit 57. Facilities Maintenance Categories Assessed

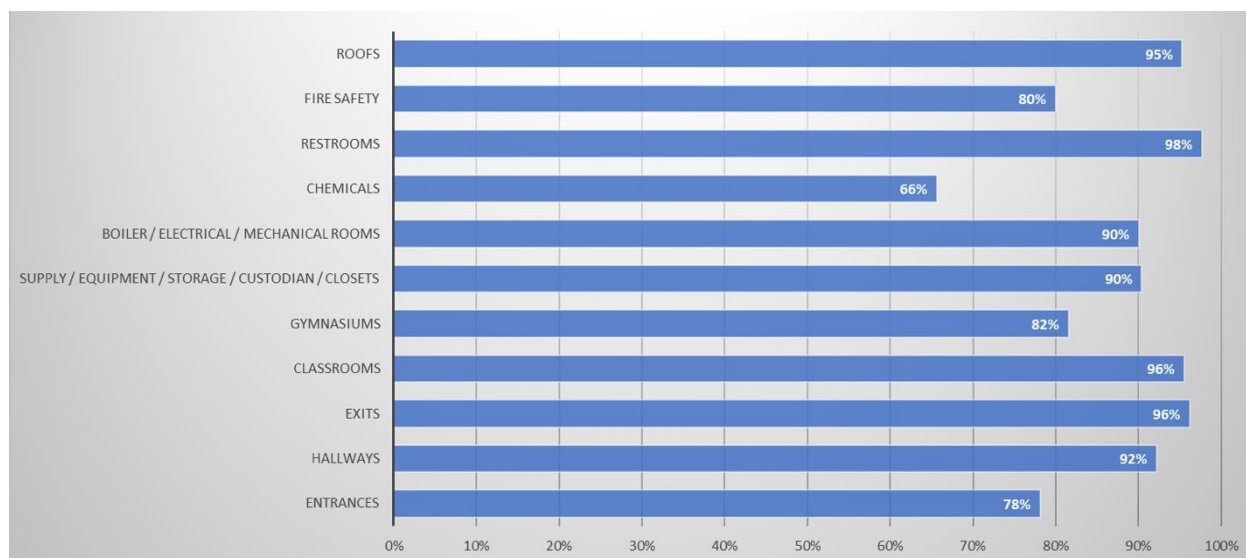
Category	# of Questions
Entrances	6
Hallways	7
Exits	4
Classrooms	5
Gymnasiums	5
Supplies/Storage/Custodial	4
Boiler/Electrical/Mech Rooms	5
Chemicals	3
Restrooms	3
Fire Safety	5
Roofs	7

In order to conduct a quantitative analysis for each site and compare them to one another, each question was scored on a scale from 0-3. Scores for all questions were totaled and utilized to compare against each category and each school. The following exhibit provides a description and example of each rating option (0-3) based on question 10, "Are flooring materials in good condition?"

Exhibit 58. Facilities Maintenance Rating System Example Using Condition of the Flooring

Rating	Description	Example
0	Poor Condition	Flooring was in very poor condition.
1	Moderate Condition	Flooring was in moderate condition.
2	Good Condition	Flooring was in good condition.
3	Like new Condition	Flooring was in like new condition.

The following exhibit provides a visual representation of the total scores received for each category. This graph demonstrates, from an MSSD portfolio level, the adequacy of facilities maintenance in the schools.

Exhibit 59. Level of Facilities Maintenance from a Categorical Perspective

As discussed in the school condition section, OA-FMDC has invested properly in critical infrastructure such as roofs, HVAC, and fire alarms to ensure MSSD schools are protected and operational. Roofs scored 95% on the facilities maintenance assessment. These scores are evidence of the findings that OA-FMDC's investment in the roofing systems is adequate.

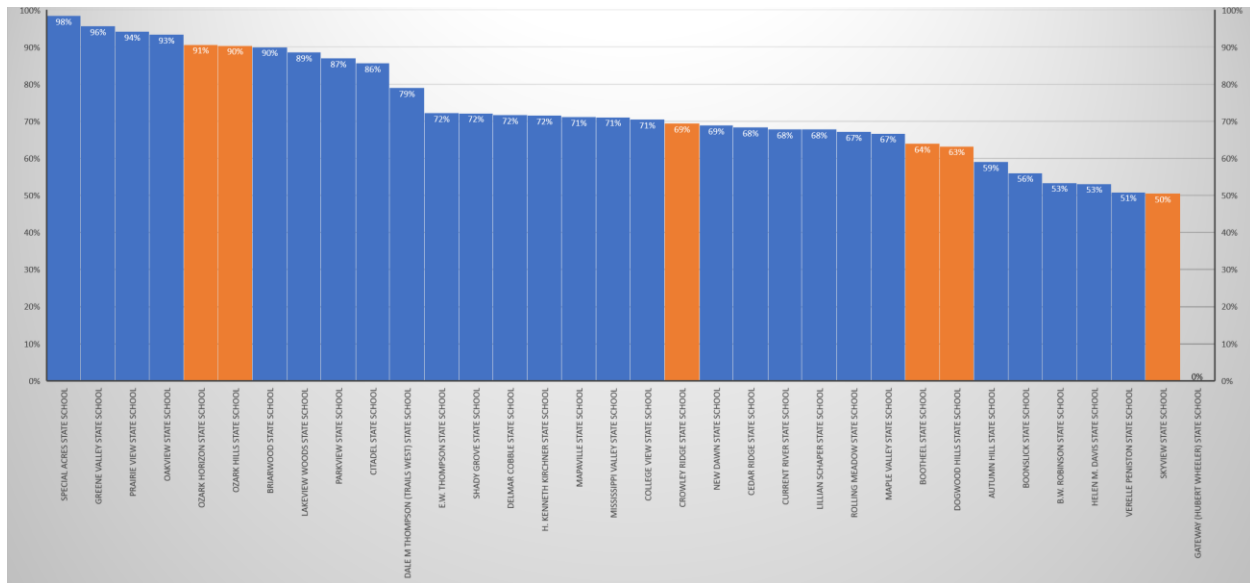
Alternatively, the chemicals category scored the lowest across the MSSD portfolio. Proper chemical management ranged from very well to poor. It was observed in several schools that chemicals are being stored in unlabeled containers; occasionally in closets that are unlocked. Maintaining Safety Data Sheets at each site was appropriate, yet chemical disposal methods are non-existent. As a result, schools are storing chemicals that are beyond expiration dates and are no longer usable. For example, one school has laundry detergent that has been on the shelves for so long that the solids have completely separated from the liquid. Subsequently, the school has been purchasing new laundry detergent and left the expired products on the shelf.

Exhibit 60. Photos of Chemical Storage at Ozark Hills (left), Ozark Horizon (center), and Prairie View (right)**Exhibit 61. Photo of Safety Data Sheets for Chemicals at E.W. Thompson**

Scores by School

The following exhibit provides a breakdown of each school and the associated facilities maintenance score. The leased facilities have been colored orange for comparative purposes. Gateway School was not assessed due to the inability to access the inside of the building during the onsite assessments.

Exhibit 62. Facilities Maintenance by School Ranked Highest to Lowest



As was seen in the educational adequacy assessment, there is a wide range of facilities maintenance scores across MSSD’s portfolio of schools. This wide range of scores demonstrates a lack of custodial and procedural consistencies amongst the schools. Although it is apparent in the educational adequacy assessment category that leased facilities are categorically inadequate, this was not observed in the leased schools for facilities maintenance. From a facilities maintenance lens, the leased facilities are relatively evenly dispersed amongst all MSSD schools.

Special Acres scored the highest of all schools at 98%. This school received high scores in nearly every category, being one of the few schools that has a clear and visible sign on the front door directing all visitors to sign in. Although Special Acres scored highest on the facilities maintenance assessment, it ranked 24 out 33 (33 being the lowest score) on educational adequacy. Therefore, minimal correlations were found between the two assessment types. Special Acres noted during our onsite assessment that an expansion/addition is being planned for the building to provide space for more students.

Safety & Security

Strengths

- **Landscaping.** Keeping the bushes, shrubbery, and trees trimmed down and away from the building reduces the potential for intruders to hide near the building. Landscaping trimmed appropriately creates a nicer and more welcoming environment, yet can be used against schools if not properly maintained. MSSD has done a great job of finding this balance, while having landscaping yet not allowing it to become overgrown and allow for intruders to leverage.
- **Bus Loading Zones.** Bus Loading Zones are clearly defined at MSSD as a result of the metal awning structures in front of each building to provide dry unloading/loading of buses for students.
- **Fencing – Playgrounds.** Every MSSD site has fencing around the playgrounds. Allowing students to experience the outdoors and play is vital to physical education. The fencing installed enables students to play in areas that are safe and secure.
- **Internal Cameras** provide an additional layer of security for students and staff if an incident were to occur.
- **Video Doorbells** are installed in every facility and electronic access is installed to enable the office staff to restrict visitor access into the building.
- **Emergency Egress Route Maps** are posted in proper locations with directions for egress in the event of an emergency.

Opportunities

- **Fencing – Exterior.** Fencing around entire building is limited and exterior doors in the classrooms, into areas that are not fenced, creates safety challenges; particularly for students who are elopers.
- **Communication.** Many MSSD schools either lack public address systems in the entirety or schools are using walkie-talkies to communicate to staff. For schools that do have PA systems, they do not extend to the outdoor areas (i.e. playgrounds).
- **Signage - Entry.** Signage directing visitors to the front entrance and to sign in upon entry are limited to a few MSSD schools. Providing signage and requiring visitors to sign in creates structure and accountability for visitors.
- **Fire Extinguishers.** Inspection procedures on fire extinguishers could be improved. The inspection dates are not being filled out on the tags, yet are being filled out in a log elsewhere.
- **Egress Routes.** Storage of equipment in emergency egress routes causes a potential hazard during evacuation events. Excess equipment is being stored in hallways which hinder evacuation in the event of an emergency.
- **Locked Doors.** Frequently, it was observed, that doors to dangerous rooms (custodial closets, chemical storage, mechanical rooms, electrical rooms, etc.) are left unlocked.
- **Security Alarms.** Approximately 50% of MSSD's schools are equipped with security alarms. Security alarms prevent theft after hours and are a deterrent for visitors who see the alarms while visiting the buildings legally.
- **Line of Sight for Intruders.** Visual surveillance of parking lots and entries is limited through MSSD schools. Line of sight provides staff additional time that can be critical in preventing an intruder from causing harm to students and staff and can be created through installation of windows or relocating administrative offices near exterior walls that face the parking lots.
- **Fire Sprinkler Systems.** Most MSSD schools lack fire sprinkler systems. In most of the schools, fire sprinkler systems would be a requirement according to modern day building codes. These schools are grandfathered in and are equipped with fire alarm systems, yet fire sprinkler systems provide an additional level of protection for the building in the event of a fire.

Assessment Criteria

Educating students in buildings that are safe and secure ensures the safety of students and staff and also protects the building from vandalism and theft. Inequities were observed across the portfolio of schools during the assessments and inadequate safety and security can result in serious injury or loss of property.

In total, 41 questions were developed within a checklist to assess safety and security at each site. The questions were categorized into 9 classifications to aid in summarizing the data collected. The quantity of questions in each category ranged from 14 in Entry / Access/ Locks to one in the Playgrounds classification. The purpose was to provide a comprehensive assessment within every category to accurately depict the safety and security of each site for students and staff. The safety and security assessment checklist can be found in the appendices.

Given the uniqueness of MSSD, the questions developed, and classifications derived for the safety and security checklist were relatively customized for the student population attending MSSD schools. For example, several fencing reviews were incorporated including whether fencing was installed around the outdoor play areas and if fencing was installed around the entire building. Many of the buildings are constructed with doors that provide direct access to the outside from the classrooms. Therefore, installing fencing around the entire building would ensure student runners or elopers would stay on the school site and be safe from nearby automobile traffic.

In general, the questions in the safety and security checklist were derived from a standard K-12 School safety and security assessment. Although MSSD is unique, and the student population is focused on educating students with disabilities, safety and security is relatively similar at MSSD schools as to a traditional LEA school.

The following table is a summary of the 8 safety and security classifications that were assessed and associated number of questions within each category:

Exhibit 63. Safety and Security Categories Assessed

Category	# of Questions
Fencing	2
Signage	3
School Grounds	4
Maintenance	5
Parking Lot	3
Lighting	4
Playgrounds	1
Entry / Access / Locks	14

To conduct a quantitative analysis for each site and compare them to one another, each question was scored on a scale from 0-3. Scores for all questions were totaled and utilized to compare each category and each school. The following exhibit provides a description and example of each rating option (0-3) based on question 18, "Parking lot is lighted properly and all lights are functioning?"

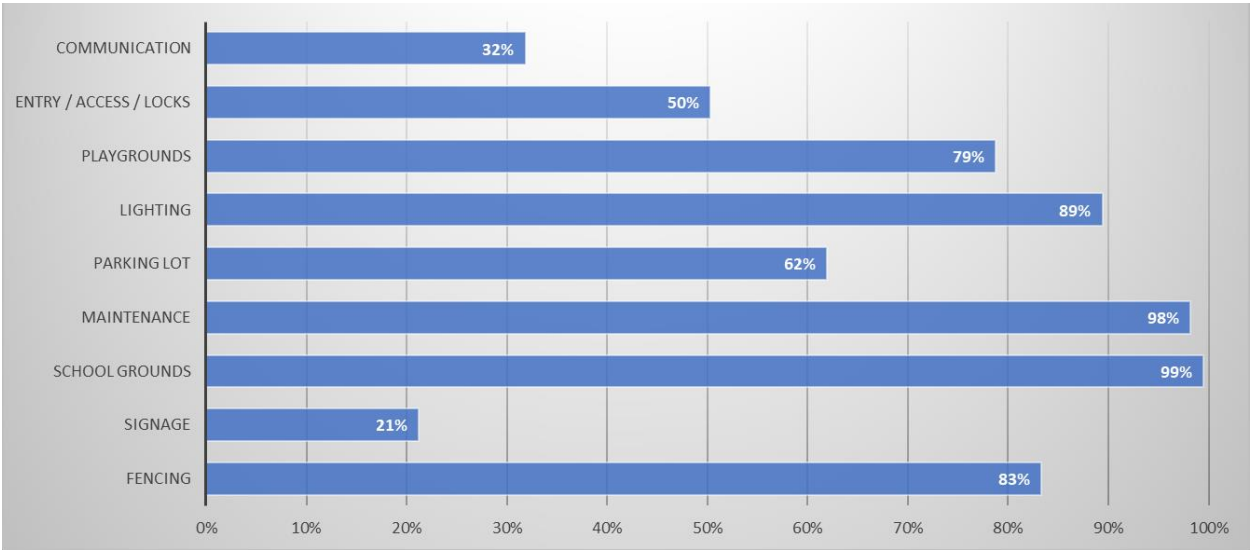
Exhibit 64. Safety and Security Rating System Example Using Adequacy of Parking Lot Lighting

Rating	Description	Example
0	Not observed or present.	No parking lot lights were observed.
1	Poor Adequacy	Parking lot lights are installed yet have poor coverage.
2	Fair Adequacy	Parking lot lights are installed and have decent coverage.

3	Excellent Adequacy	Parking lot lights are installed and provide proper coverage.
---	--------------------	---

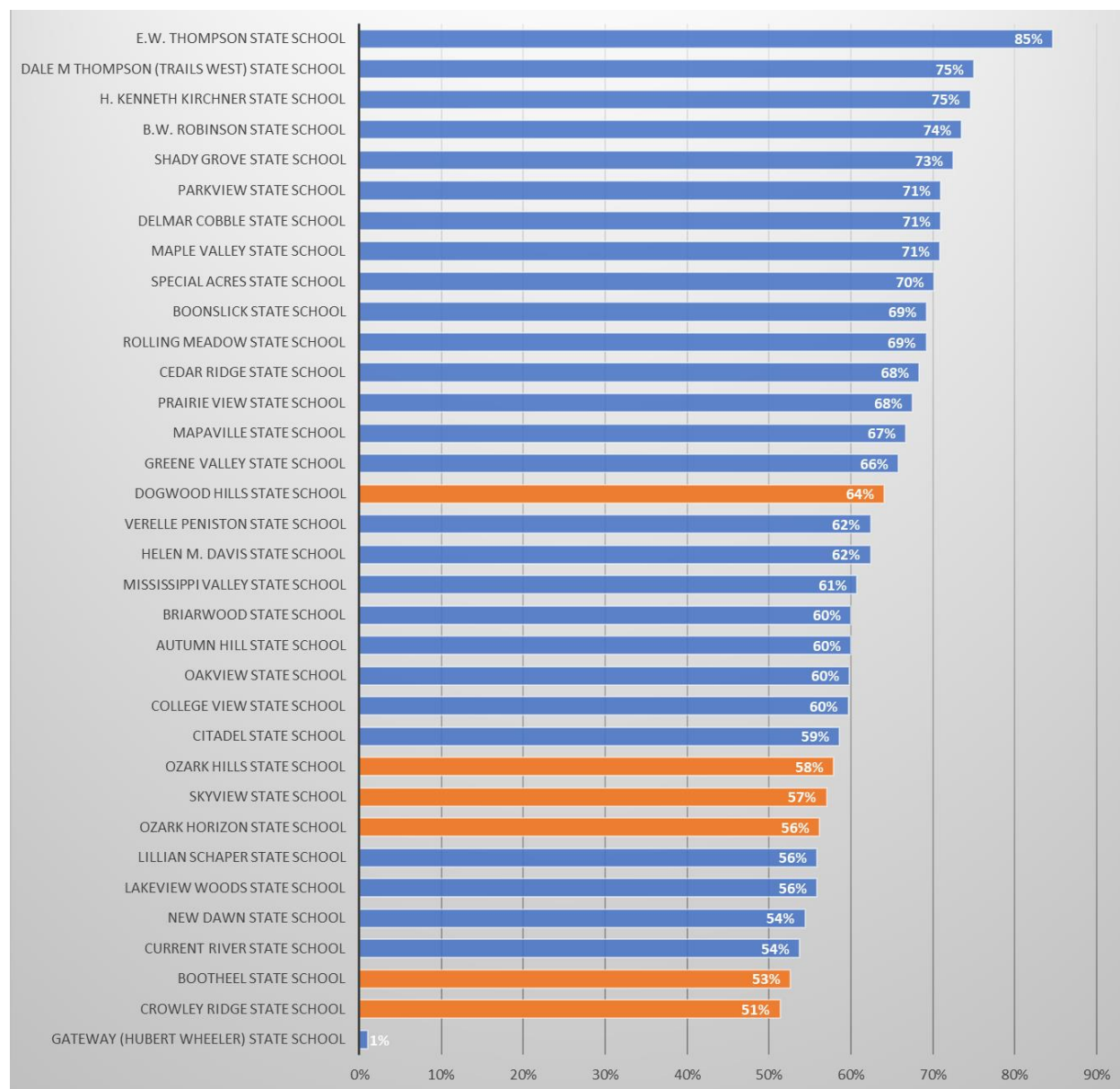
The following exhibit provides a visual representation of the total scores received for each category. This graph demonstrates, from an MSSD portfolio level, the adequacy of safety and security in the schools. Areas of high adequacy can be seen with higher scores and lower adequacy with lower scores.

Exhibit 65. Safety and Security Scores from a Categorical Perspective



Scores by School

The following exhibit provides a breakdown of each school and the associated safety and security score. The leased facilities have been colored orange for comparative purposes. Gateway School was not assessed due to the inability to access the inside of the building during the onsite assessments.

Exhibit 66. Safety and Security by School Ranked Highest to Lowest

There is a wide range of safety and security scores across MSSD's portfolio of schools. This wide range again demonstrates the expansive inequities that exist among the schools. Additionally, it can be observed that the leased facilities are low on the list from a portfolio perspective.

For example, E.W. Thompson scored the highest at 85%. This school received high scores in nearly every category, with signage at the front entrance directing visitors to sign in being an exception. The school is equipped with a secure vestibule at the entry, security cameras in appropriate locations, adequate emergency lighting, etc.

Exhibit 67. Photos of Safety and Security Examples at E.W. Thompson

In contrast, Bootheel's safety and security score is near the bottom at 53%. This building is a leased facility and received low scores in many categories. Bootheel lacks a security alarm system, has no public address/communication system which requires staff to use walkie-talkies, and is not equipped with a secure vestibule at the front entrance.

Egress Routes

As a result of excess equipment the schools have inherited over decades from parents and graduating students, the egress routes (i.e. hallways) in many MSSD schools have equipment obstructing student and staff ability to quickly evacuate.

Exhibit 69. Photos of Egress Routes with Equipment Storage: Parkview, Greene Valley, and Mapaville (left to right)



Exterior Fencing

Every school in MSSD has exterior fencing, yet most of them are constructed around the playgrounds only. The height of the fencing varies from 4' to 8'. Given MSSD students can be as old as 21, it is recommended to have at least 6' fencing to prevent students from jumping over fencing.

A few MSSD schools were constructed with classrooms that have exterior doors; this provides quick emergency egress in the event of an evacuation. Unfortunately, exterior doors in every classroom enable students who are runners/elopers to quickly exit the building and immediately be in danger of automobile traffic. Additionally, students who get out of the building and are unrestricted, can get off the site and into nearby wooded areas and get inadvertently lost. Installing fencing around the entire building is more costly yet offers the best protection for students who are runners/elopers. This also reduces the potential for an intruder to approach the building from the sides or rear of the building when visibility and surveillance is more limited.

Exhibit 70. Photos of Fencing Around Playgrounds and Lacking Around Various Exterior Doors: Mississippi Valley (left), Autumn Hill (center), and College View (right)



Sidewalks to Evacuation Points

MSSD's owned schools are well constructed when it comes to ADA considerations. There are no stairways or elevators in the schools. Many of the schools that are constructed with exterior doors in the classrooms though, are constructed with a short concrete pad just outside the door. During an emergency evacuation, it would be difficult, particularly during rain or snow events, to get students in wheelchairs to the evacuation point because the sidewalks lead to the grass. The following exhibit provides photos of several MSSD schools that have these evacuation routes leading to the grass.

Exhibit 71. Photos of Exterior Doors and Sidewalk Routes Leading to the Grass: College View (left), Greene Valley (center), Shady Grove (right), and Trails West (bottom left)





Summary and Implications

Providing facilities that are safe, secure, reliable, and conducive to educating students with significant disabilities is vital to the success of MSSD. MSSD's schools are well distributed geographically to provide services to students who live in both urban and rural areas. This distribution of schools maintains reasonable transportation times. With the declining enrollment MSSD has experienced though, the quantity and size of schools in the portfolio has posed a challenge for utilization of space and staffing constraints. Additionally, inequities exist from an educational adequacy, safety and security, and maintenance perspective, most notably in the leased schools.

From a condition standpoint, MSSD's core infrastructure has been appropriately invested in. OA-FMDC has prioritized critical infrastructure over the years and has invested funding into the right components. For example, roofing, HVAC, and fire alarm systems are in relatively good condition, yet low criticality building systems such as flooring, ceiling tiles, lighting, cabinetry, asphalt, and paint have generally been deferred. To our knowledge, no MSSD school has been rebuilt or received any type of major remodel since inception, which was on average in 1979 or 45 years ago. The methods in which education is delivered in the 21st century is different than 50 years ago when these schools were designed.

Across the nation, traditional LEA revenue sources are not sufficient to cover required operational expenses (salaries, benefits, curriculum, etc.) and maintain school facilities to a high level of service. Therefore, it is common for LEAs to defer low criticality building systems as well to ensure their schools remain operational and are safe, cool, warm, and dry. With that said, LEAs have the option to raise additional capital funds through local property taxes to make up for this deficit, such as through general obligation (G.O.) bonds and other mill levy increases using special tax rates. These revenue sources are often specifically assigned to facility upgrades, remodels, rebuilds, and needed capital expenditures. It would not be uncommon for a LEA with 34 schools to pass a \$50-100M G.O. Bond to rebuild or reinvest in their facilities, especially if the community has not passed a Bond in the past 20+ years.

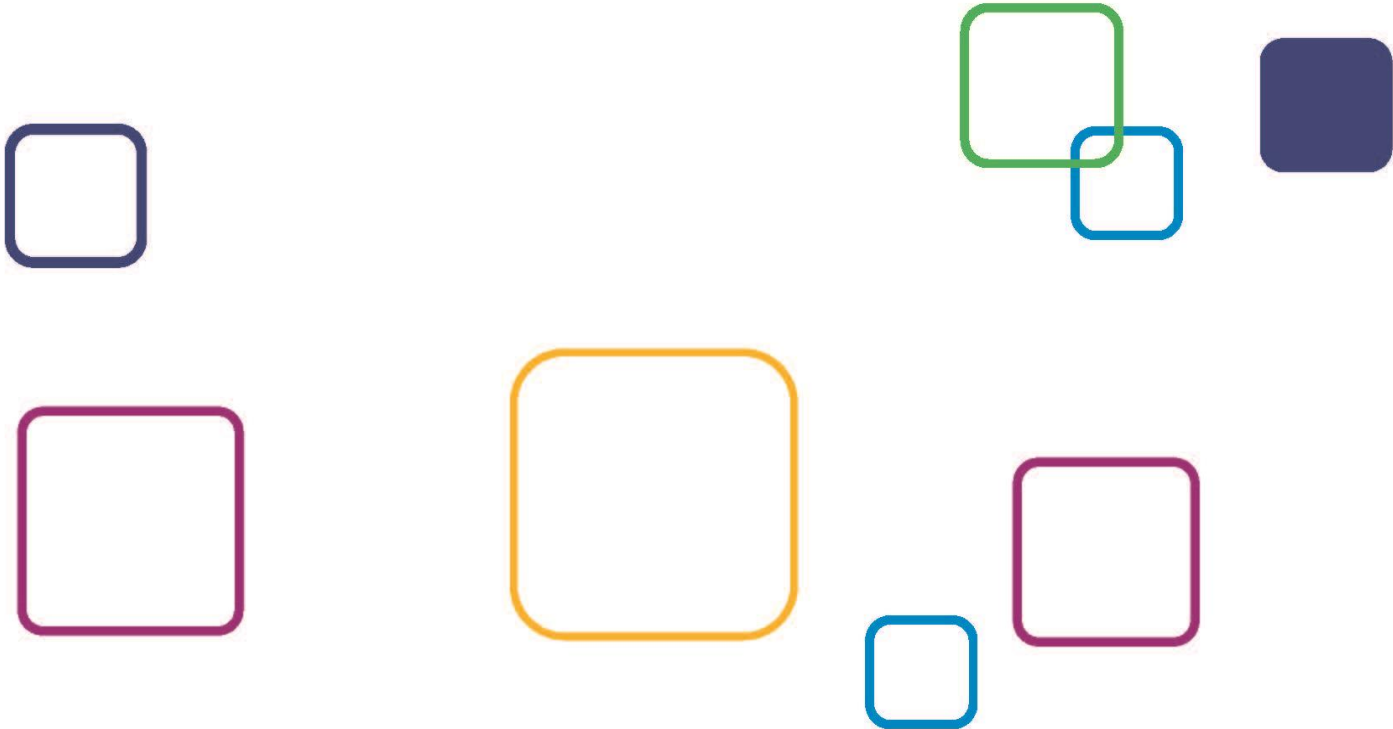
MSSD is unique in that sourcing capital funds in addition to the annual State appropriations is limited. Since MSSD is a state operated program, the 'local' tax base is the entire State. Since OA-FMDC is responsible to care for eight State department's facilities and appropriates the capital funds according to percentage of building square footage, MSSD is relatively constrained in making major capital improvements, such as remodels and rebuilds. Revenue sources for major investments, beyond the annual allocation for OA-FMDC requires legislative action and, according to staff, this process is difficult to navigate.

The implications of the inequities across MSSD's portfolio of schools are directly impacting students and staff in a variety of ways and the program's ability to fill these gaps is constrained by legislative approval

for major investments. Nonetheless, MSSD can act and can incrementally improve. Developing a plan to address the inequities through internal process improvements, optimization of resources, and minor facility investments is necessary.

Consolidation of schools will quickly and effectively optimize resources and place students and staff in more educationally adequate spaces. Then, investing resources in the remaining consolidated schools to incrementally improve the program should occur. Leveraging these efforts to gain support through the legislative process will result in the transformational change MSSD students and staff deserve.

VII. PEER STATE RESEARCH



Overview

The IDEA requires that “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”⁸⁵ This is often referred to as the student’s least restrictive environment (LRE.) States, local education agencies, and ultimately schools are tasked with the responsibility of ensuring that each student with a disability is provided with special education supports and services in the LRE according to that student’s unique learning needs. While it is clear from a policy standpoint that education in the general education setting and progress toward general education learning standards is the priority for all students, there are presenting challenges that arise when considering how to balance LRE requirements with programming demands when students have complex disability related needs as well as when considering how to meet the needs of such students in the context of rural school systems where resources are oftentimes more limited than those found in larger urban or suburban school districts.

Nationwide, 7.3 million students with disabilities ages 3-21 were served through special education in 2021; however, the needs of those students vary greatly in terms of disability-related needs and the special education programming needed to provide access to a free appropriate public education (FAPE). This includes students who have ESN which are generally defined as needs of students that require ongoing support across academic and functional domains and/or who meet criteria for a state’s alternative assessment. ESN broadly encompasses students with intellectual disabilities, students with autism, and students identified as having multiple disabilities.⁸⁶ Approximately 20% of the nation’s students may be considered students who have ESN including 12% of students served under the IDEA with a primary disability of autism, 6% served with an intellectual disability, and 2% of students served with multiple disabilities.⁸⁷ Given the unique and complex nature of the needs of students with ESN, programming must be highly individualized, often requiring supports and services across academic, behavioral, and daily living skills domains, including personal care services in some instances. To meet these unique needs, resources such as specialized equipment and human capital including, but not limited to, special education teachers, paraprofessionals, and specialized therapy providers are necessary. Staff working with students with ESN also need access to specialized training and ongoing professional development to ensure they are equipped to meet each student’s needs. School systems must also contend with the higher costs often associated with providing the resources needed to meet the needs of students with ESN as well as navigate an increasingly limited talent pool when it comes to finding and retaining qualified professionals with the skillset needed to implement programming.

Missouri, like many US states, educates a significant number of students in schools considered rural based upon the US Department of Education’s definition;⁸⁸ operating approximately 925 schools serving about 27% of all students residing within the state.⁸⁹ Rural schools provide a host of advantages when considering the provision of educational services to students with disabilities, such as increased personal and family connections to the communities in which students live. Further, class sizes in rural schools

⁸⁵ 34 Code of Federal Regulations (CFR) 300.114 (a)(2)

⁸⁶ Kurth, J.A., Ruppert, A.L., Toews, S.G., McCabe, K.M., McQueston, J.A., & Johnston, R. (2019). Considerations in Placement Decisions for Students with Extensive Support Needs: An Analysis of LRE Statements. *Research and Practice for Persons with Severe Disabilities*, 44(1) 3-19.

⁸⁷ National Center for Education Statistics. (2023). Students With Disabilities. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Accessed 29 May 2024 from <https://nces.ed.gov/programs/coe/indicator/cgg>.

⁸⁸ Gevert, D. (2019). Education Demographic and Geographic Estimates Program (EDGE): Locale Boundaries File Documentation, 2017 (NCES 2018-115). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Accessed 29 May 2024 from <http://nces.ed.gov/pubsearch>.

⁸⁹ Public Elementary/Secondary School Universe Survey", Provisional Version 1a, and the NCES Education Demographic and Geographic Estimates (EDGE), "Public Elementary/Secondary School Universe - Geographic Data," 2015-16.

tend to be smaller, and students who attend school with smaller class sizes with lower student to teacher ratios tend to perform better academically than those students who attend schools with larger class sizes. There is generally greater opportunity within smaller schools in rural communities for students with disabilities to experience more social interactions with non-disabled peers as well as broadly within their community.⁹⁰ In spite of these assets, rural schools also face challenges, especially when it comes to serving students with ESN. At a systems-level, declining economies, rising poverty rates, and declining student enrollment within rural areas make it difficult for school districts to meet operational demands. Additionally, it is challenging for rural school districts to recruit and retain qualified special education staff to meet the diversity of student needs. Staffing shortages in special education can also have a detrimental effect on current teachers who may experience lower job satisfaction due to the need for them to take on additional roles and responsibilities, increased caseload sizes, and limited opportunities for professional development and training.⁹¹

To ensure all students are provided with a FAPE as they are entitled under the IDEA, states use a variety of approaches when considering the complexity of programming needs for students with ESN. One approach states leverage is the use of a portion of the state's IDEA-B federal grant funds for state-level activities to provide funds to support LEAs with the higher costs associated with the education of students with ESN. Other approaches include cooperative, cost-share models in which LEAs share resources to support the needs of students with ESN, and statewide technical assistance, support, and professional development for LEA staff to facilitate effective programming for students who have ESN. In the following sections, each approach is summarized along with examples illustrating how states apply the approach. The states highlighted include those who serve students from similar percentages of rural communities. Additionally, some states use a combination of the approaches outlined below.

High-Cost Funds

The 2004 reauthorization of IDEA included amendments allowing states to use up to 10% of their annual IDEA-B funds for state-level activities, including creating high-cost fund structures to support LEAs. These funds are intended to help offset the costs LEAs face when educating high-needs students, such as those with ESN, where the cost of special education and related services exceeds the state's average per-pupil expenditure. IDEA established specific provisions for states to follow when setting up a high-cost fund. The state education agency (SEA) must define a "high-need child with a disability" based on the financial impact on the LEA's budget and develop a state plan with eligibility criteria for LEAs to participate in the fund, considering the number and percentage of high-need students with disabilities in the LEA. Disbursements from the state's high-cost fund may only be used to provide services outlined in a student's IEP. States may also operate additional high-cost fund programs or risk pools that do not adhere to IDEA requirements, as long as no IDEA-B funds are used to support those initiatives.⁹²

Oklahoma⁹³

The Oklahoma Department of Education operates a High Needs Risk pool using IDEA-B funds appropriated to the state each year. Funds are categorized into two tiers, Tier I and Tier II; LEAs may apply by submitting an annual application to the state requesting funds. Tier I funds are leveraged to support students needing out-of-state residential placements. In these instances, the student's IEP team must determine that an out-of-state residential placement is needed to provide the student with a FAPE. Tier II funds are provided to support high-need students served by the LEA. To be eligible for these funds, two criteria must be met. First, the costs associated with providing special education and related services

⁹⁰ McCabe, K. and Ruppert, A. (2023). Rural Inclusive Education for Students with Disabilities in the United States: A Narrative Review of Research. *The Rural Educator*, 44(1), 40-55.

⁹¹ Ibid.

⁹² IDEA Funding: A Primer (2019). Congressional Research Service.

https://www.everycrsreport.com/reports/R44624.html#_Toc17973793. Accessed 30 May 2024.

⁹³ Oklahoma Department of Education. <https://sde.ok.gov>. Accessed 30 May 2024

to the student need to be at least three times the average Oklahoma per pupil expenditure and secondly, the total cost associated with educating all high-need students within the LEA needs to be at least 10% of the Oklahoma Department of Education's flow-through allocation. If these parameters are met, the LEA may apply for Tier II high-cost funds.

High-cost funds in Oklahoma can cover costs associated with one-to-one assistance for a student, Extended School Year services, related service providers, public or privately run day programs, specialized equipment, materials or supplies specific to the student, contracted services, or services provided by an approved residential treatment facility. Specific costs associated with transportation for the high-need student as identified within the student's IEP may also be covered through the High-Needs Risk pool. Non-allowable expenses include legal expenses, standard nursing costs, indirect costs, or administrative/leadership costs associated with service provision for a student with high needs.⁹⁴

Louisiana⁹⁵

The Louisiana Department of Education (LDOE) provides \$16.4 million in IDEA-B dollars to meet the needs of students with complex disability-related needs. Similar to the process utilized by Oklahoma, LEAs may apply for funds when the costs of educating a student are greater than three times the average per pupil expenditure (\$15,875) in Louisiana. The High-Cost Services (HCS) fund in Louisiana was established to support LEAs by providing additional funding for special education and related services needed by Louisiana students with disabilities who have complex needs. Funds in the HCS include IDEA funds set aside for state activities and funds provided through the state's Minimum Foundation Program (MFP). The MFP is overseen by the Louisiana State Board of Elementary and Secondary Education (BESE). The MFP is a "formula established to determine the cost of a minimum program to provide each Louisiana student with the minimum educational foundation necessary for future success. The resulting calculation is then used to help distribute funds among parish, city, and other local school systems."⁹⁶ The BESE convenes an annual committee of stakeholders to give recommendations about the MFP and the allocation of funds and is responsible for submitting the MFP to the state legislature annually. IDEA funds in Louisiana's HCS are allocated through the State's annual application to the US Department of Education for IDEA-B funds.

A LEA may apply for HCS funds to support any student who meets three specific criteria. First, the student must be between the ages of 3-21 and have an active IEP. Second, the total cost associated with the provision of special education and related services for the prior year must have been more than three times Louisiana's average per pupil expenditure. Finally, all costs the LEAs seek reimbursement for on behalf of a student must be directly connected and explicitly outlined in the student's IEP. All funds the LDOE allocates to a LEA through the HCS are student specific and cannot be used to support any other student. The LDOE reviews all applications to determine eligible costs by convening a team to review all applications submitted by LEAs. Steps are also taken to ensure the equitable distribution of funds from the HCS across school systems in the state. For all LEAs who apply, eligible costs are totaled and then used to determine the percent impact on the LEA's budget.⁹⁷

Additionally, the LDOE publishes a guide that outlines State vetted contract service providers who can either provide direct services to students with disabilities and/or provide training and support to educators of students with disabilities. The theory of action described for providing this information states that all students in Louisiana should spend most of their time reading, speaking, writing, and solving curriculum-based tasks. To enhance their success, students with disabilities often benefit from additional support.

⁹⁴ <https://sde.ok.gov/sites/default/files/High%20Needs%20memo%20-.pdf>. Accessed 30 May 2024.

⁹⁵ Louisiana Department of Education. <https://louisianabelieves.com>. Accessed 30 May 2024

⁹⁶ Louisiana State Board of Elementary and Secondary Education. <https://bese.louisiana.gov/current-initiatives/minimum-foundation-program>. Accessed 31 May 2024.

⁹⁷ High-Cost Services Webinar 2023-2024. https://louisianabelieves.com/docs/default-source/academics/2023-2024-high-cost-services-webinar.pdf?sfvrsn=4cbe6118_2. Accessed 30 May 2024

They may benefit from direct services from certified providers to accomplish specific goals outlined in a student's IEP.”⁹⁸ The guide provides a detailed description of each vendor, the cost for service provision, and the types of services provided by each. While this guide is not directly related to the state's HCS, this resource may serve LEAs in identifying high-quality and innovative contract service providers to meet the needs of high-need students such as students with ESN.

Cooperative Models

Cooperative structures are mechanisms through which LEAs, who on their own have limited resources, can leverage collective resources shared across multiple school systems. These models are especially beneficial to mitigate the challenges experienced by smaller rural school districts. There are differences in cooperative models across states. In some cases, cooperatives are established by state statutes, in other states districts may voluntarily choose to enter cooperative agreements with each other without any mandate or requirement to do so.

Funding streams for cooperatives are also varied across states. Cooperatives in some locations receive some, or all, of their funding through the state whereas in other states cooperatives may rely on membership agreements or use cost-recovery models to provide services to districts either through staff employed by the cooperative or by contracting staff to support a district's needs. With respect to serving students who have ESN, cooperatives support the creation of economies of scale by spreading costs across a larger system and in doing so ensure a stronger financial return on investment relative to the expense associated with providing specialized services, staff, supports, or equipment. States can incentivize district participation in cooperative arrangements even in instances where cooperatives are not statutorily required. These measures may include exploring ways to minimize or remove regulatory hurdles that discourage districts from exploring or joining cooperatives. Additionally, states can develop methods to subsidize some of a collaborative's costs and ensure that collaboratives are set-up so that federal IDEA funds can flow to collaboratives that support multiple districts.⁹⁹

*Michigan*¹⁰⁰

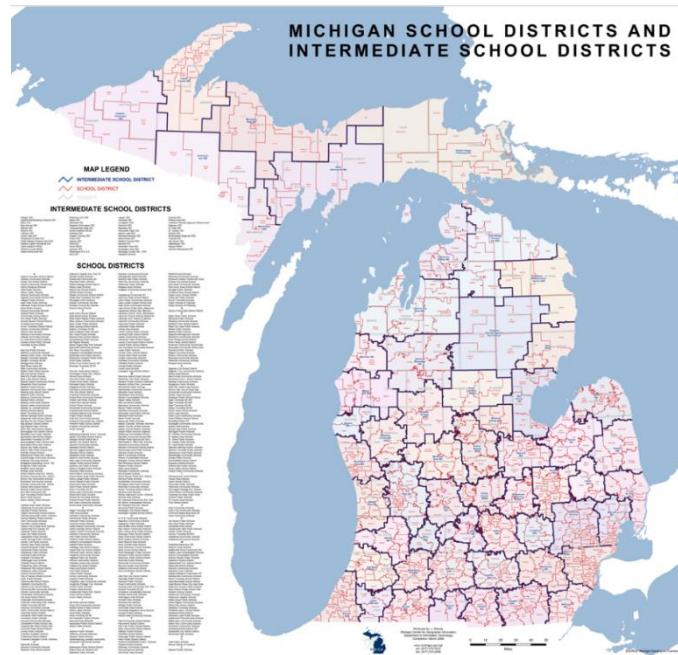
Intermediate School Districts (ISDs) are a cooperative system in Michigan serving both traditional school districts and charter schools across the state through a cost-sharing model. ISDs consist of constituent local school districts, each of which is required by the State to participate in their ISD. There are currently 56 ISDs operating in Michigan serving approximately 537 school districts, 234 charter schools, and supporting over 200,000 students with IEPs in the State. ISDs are responsible for six broad operational and instructional program areas that include early childhood, technology, teaching and learning, shared operational services, specialized student services, and family partnerships.¹⁰¹

⁹⁸ Louisiana Department of Education. Students with Disabilities Direct Services Vendor Guide. https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/special-education-direct-services-vendor-guide.pdf?sfvrsn=3af99d1f_47. Accessed 31 May 2024.

⁹⁹ Richmond, Matthew and Fairchild, Daniela (2013). Financing the Education of High Needs Students. The Thomas B. Fordham Institute.

¹⁰⁰ Michigan Department of Education. <https://www.michigan.gov/mde>. Accessed 31 May 2024.

¹⁰¹ Michigan Made ISDs. https://www.gomaisa.org/downloads/general/michigan_made_isds.pdf. Michigan Association of Intermediate School Administrators. Accessed 31 May 2024.



Map of Michigan Intermediate School Districts

As part of their responsibilities under the umbrella of specialized student services, ISDs are responsible for ensuring students within their member districts and charter schools are provided a FAPE and monitoring compliance with state and federal special education requirements. In doing so, ISDs operate specialized programming for students with ESN such as programs for students on the autism spectrum, programming for students with multiple disabilities, and programming for students with severe intellectual disabilities.

Description	Yes	No
R 340.1738, Severe cognitive impairment programs		
R 340.1739, Moderate cognitive impairment programs		
R 340.1740, Mild cognitive impairment programs		
R 340.1741, Emotional impairment programs		
R 340.1742, Deaf or hard of hearing programs		
R 340.1743, Visual impairment programs		
R 340.1744, Physical impairment or other health impairment programs		
R 340.1745, Speech and language impairment programs		
R 340.1746, Homebound and hospitalized services		
R 340.1747, Specific learning disabilities programs		
R 340.1748, Severe multiple impairments programs		
R 340.1748a and R 340.1749, Teacher consultant services		
R 340.1749a, Elementary level resource programs		
R 340.1749b, Secondary level resource programs		
R 340.1754, Early childhood special education programs		
R 340.1755, Early childhood special education services		
R 340.1756, Severe language impairments programs		
R 340.1757, Juvenile detention facilities programs and services		
R 340.1758, Autism spectrum disorder programs		
R. 340.1832(e), Alternate Program, Option 2 (described in section 4)		
R 340.1862, Birth to three programs		
34 CFR § 300.111(a) and Dear Colleague Letter, December 5, 2014, Incarcerated youth jail services		

Example of Special Education Programming Offered by Michigan ISDs¹⁰²

All member districts within each ISD have access to the specialized programs run by the ISD and a process is available for member districts to place students with IEPs within specialized programming to meet their unique and complex needs. Further, the Michigan school code requires each ISD to submit an annual plan to the Michigan Department of Education outlining the special education programming provided by the ISD.

Funding for ISDs comes from multiple sources including local property taxes, state and federal funds, grants and awards from local, state, and/or national organizations, as well as fees for services. ISDs are governed by a school board whose members are elected by local school board members within the constituent districts of the ISD. ISD board representatives typically serve six-year terms and are accountable to state and federal laws including Michigan's Revised School Code, Michigan's School Aid Act, the Open Meetings Act, annual budget hearings, the Perkins Act, the Freedom of Information Act, the IDEA, Michigan Special Education Rules, and the ESSA.¹⁰³

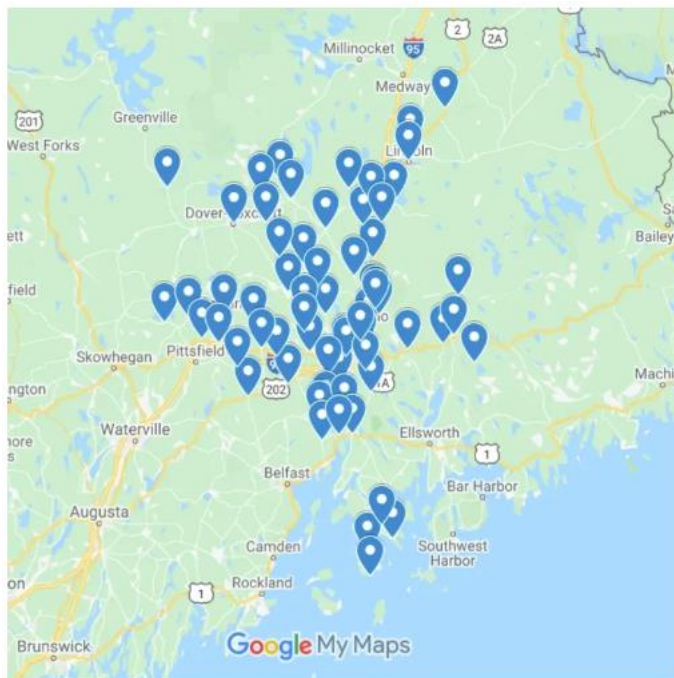
Maine: Southern Penobscot Regional Program for Children with Exceptionalities (SPRPCE)¹⁰⁴

The mission of the Southern Penobscot Regional Program for Children with Exceptionalities (SPRPCE) is a cooperative model serving 23 school districts dedicated to ensuring students with disabilities under the IDEA are provided with a FAPE. The mission of the SPRPCE is, "to provide regional educational opportunities for children with exceptionalities through a collaborative sharing of resources and to promote programs that enhance the instructional and administrative expertise of professionals in a cost efficient and effective manner."

¹⁰² Guidance for the Development of Intermediate School District Plan for the Delivery of Special Education Programs and Services in Catamaran (2023). https://www.michigan.gov/mde/-/media/Project/Websites/mde/specialeducation/planning/ISD_Plan_Guidance.pdf?rev=144fd3ea8d69449b9f4c88c5fa907162&hash=F1CC66C641F28D9EDB62C4F590A65FC2 Michigan Department of Education.

¹⁰³ Frequently Asked Questions. <https://www.sccresa.org/about-resa/frequently-asked-questions#:~:text=How%20are%20ISDs%20funded%3F,services%20offered%20to%20local%20districts>. St. Clair County RESA. Accessed 31 May 2024.

¹⁰⁴ Southern Penobscot Regional Program for Children with Exceptionalities (SPRPCE). <https://sprpce.org>. Accessed 30 May 2024.



Map of Local School Districts Served by the SPRPCE in Maine

The SPRPCE has existed since 1978 and is managed by a Board of Directors and advised by a group of superintendents representing participating local districts. Up until 2014, the SPRPCE programs were in Old Town, ME, however, currently the SPRPCE Regional Programs are now located within the Bangor School Department which also provides leadership and professional development services. Member districts annually opt-in to participate in cost sharing services provided through the SPRPCE cooperative structure. Funding for the SPRPCE is provided through a cost sharing model that is established and approved by the board and which requires each participating member district to contribute based upon the average of their current student enrollment.

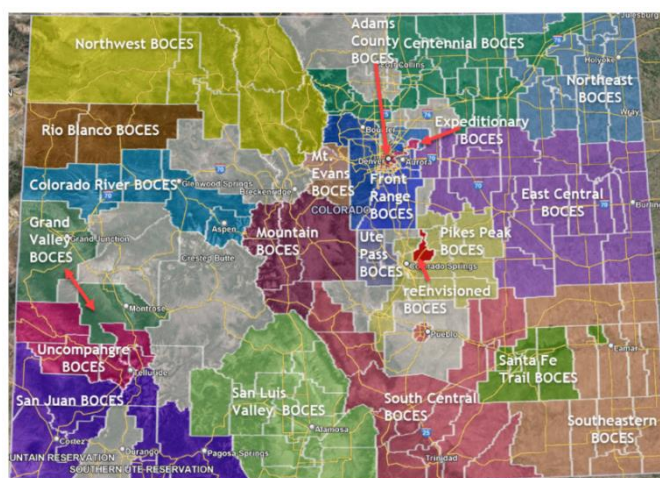
The SPRPCE operates two specialized programs for students with disabilities which are available to students enrolled in the 23 member districts of the cooperative. Students are placed into either program by their IEP team at their local school. SPRPCE offers a therapeutic day program for students who have been identified with social, emotional, and behavioral needs. This program provides special education and related services in a separate school setting focused on the use of positive behavioral supports and specialized behavioral services to promote their return to a less restrictive setting. SPRPCE provides staff for the therapeutic day program which include a special education administrator, special education teachers, educational technicians, a Licensed Clinical Social Worker (LCSW), certified itinerant teachers for art, music, and physical education, and a secretary. The SPRPCE also provides funding for a part-time Board-Certified Behavior Analyst (BCBA) and contracted related service providers.

The SPRPCE also operates and staffs the Bangor Regional Program for Students with Multiple Disabilities, a specialized program implemented within Bangor Public Schools for students in grades 5-12 across two sites. One site that serves students in grades 5-8 and another that serves students in grades 9-12. This program serves students with ESN who have severe to profound intellectual disabilities. Programming provided within the Regional Program for Multiple Disabilities centers around the development of functional daily living skills, communication, and social/emotional skill building.

Students are served in self-contained classrooms with access to specialized equipment such as physical therapy equipment, lifts, close-captioning decoders, and assistive technologies. SPRPCE provides staffing for the programs that includes certified special education teachers, speech and language therapists, educational technicians, occupational therapists, physical therapists, an assistive technology consultant, a school psychologist, nursing staff, and a special education administrator. Additionally, the program includes funding for a part-time secretary position.

Colorado BOCES¹⁰⁵

Colorado has a long-standing system of educational cooperatives which state law established initially in 1965. These educational cooperatives are Boards of Cooperative Education Services (BOCES). BOCES ensure that educational services are available to schools and students by establishing cost-sharing arrangements between member districts. Individual districts may find it challenging to supply the personnel or resources required to provide a range of administrative and student services. By pooling resources through the BOCES, respective member districts reduce costs, avoid duplication, and allow for a wider range of services and programming.



Map of Colorado BOCES

There are three types of BOCES in Colorado. The first type of BOCES serve only as a special education administrative unit while other BOCES only provide services such as professional development, risk management insurance, operate an alternative school, digital learning programs, or operate digital schools. The third type of BOCES is a mixture of these that serve as both a special education administrative unit and provide other services to its member districts. The designation as a special education administrative unit allows the BOCES as the cooperative entity to receive federal and state funds to support special education programming across the respective member districts.

Currently, there are 13 BOCES designated as administrative units to serve special education and gifted and talented programs for their member districts. BOCES support member districts by providing itinerant staff to support districts in meeting Child Find obligations and conducting initial and re-evaluations. Some BOCES also operate specialized programming for students, such as students with ESN or students with social, emotional, or behavioral needs which are available for member districts to leverage when IEP teams identify the need for specialized programming to meet a student's unique needs.

The governance structure of Colorado BOCES includes a Board of Directors overseeing each BOCES which is required to meet at least four times per year. The Board also appoints an Executive Director who

¹⁰⁵ Colorado BOCES Association. <https://www.coloradoboces.org>. Accessed 31 May 2024.

is responsible for the administration of the BOCES. In addition, to support communication and timely sharing of information every BOCES also has an Advisory Council of superintendents, or their designees, from participating districts. These councils meet each month and provide advisement to the Executive Director about the operations of the BOCES. Funding comes from participating districts with an annual \$10,000 contribution from the State of Colorado. Member districts who opt to participate in the BOCES develop a plan for pooled resources and submit a common application that outlines the funds for the BOCES.

*South Carolina*¹⁰⁶

South Carolina's regulatory code allows a LEA to enter into a contractual agreement with another LEA to provide special education and related services to a student under some circumstances. This arrangement can be used in cases when that student's home district does not enroll enough students with disabilities with similar needs to provide a program for a student. South Carolina's laws do not allow districts to contract with each other for any purpose other than this. The South Carolina Department of Education publishes a [Multi-District Agreement Form](#) that is signed by the superintendents of both the sending and receiving districts and submitted to the SEA when a LEA wishes to contract another LEA to provide special education programming.

The agreement form includes a list of assurances and responsibilities for both the sending and receiving school system such as the requirement to provide a FAPE in the LRE to the student, transportation arrangements, and the responsibility of the student's home district to continue to monitor the student's progress while the student is being served in the receiving district. The sending LEA must also submit a written statement illustrating the need for a multi-district program. In addition to addressing the enrollment requirement the sending LEA must also certify the need for the multi-district program was made on an individual basis, assure that transportation will not be a barrier to the student's access to their educational program, and how the sending LEA will monitor the student's program to ensure FAPE is being provided.

Technical Assistance and State Support

Many states provide technical assistance to LEAs regarding compliance with special education state and federal regulatory mandates as well as ensure compliance with IDEA grant requirements. States may also take an active role in providing comprehensive technical assistance and ongoing support to LEAs regarding the implementation of quality programming for students with ESN. Several states publish universal technical assistance materials that are available to all LEAs within a state that are specifically focused on students with complex needs, students who have autism, or students who are assessed using the state alternative academic achievement standards. These states recognize that for students to participate in their LRE within their school and district community, the staff serving them must have access to high-quality resources, guidance, and training to establish and maintain the necessary programs for service delivery.

*Arkansas*¹⁰⁷

The Arkansas Department of Education provides resources for teachers of students with significant cognitive disabilities to help implement programs and deliver instruction aligned with the state's alternative academic achievement standards, known as the Dynamic Learning Maps (DLM) Essential Elements. The [Supports for Students with Significant Cognitive Disabilities](#) resource includes a sample daily schedule of functional skills for students to learn and practice across different grade levels. These schedules are organized by grade bands: K-3, 4-8, and 9-12. Each schedule outlines the time of day, the skill being taught, the aligned academic area—such as math, reading, life skills, or communication—along with both

¹⁰⁶ South Carolina Department of Education. <https://ed.sc.gov>. Accessed 30 May 2024.

¹⁰⁷ Arkansas Department of Education. <https://ade.arkansas.gov>. Accessed 30 May 2024.

virtual and non-technology-based resources to support instruction. Additionally, it provides links to resources for each skill area.

Playbook Companion for Students with the Most Significant Cognitive Disabilities		
Grade: 9th	Unit: Prob/Stats: Data Distributions and Trends	Grade Level Playbook
ESSENTIAL ELEMENTS ADDRESSED IN THIS UNIT		
EE.S-ID.1-2 Given data, construct a simple graph (line, pie, bar, or picture) and interpret the data	EE.F-IF.1-3 Use the concept of function to solve problems	(HSS.ID.B.5 does not have a corresponding EE)
LEARNING PROGRESSION		
<p>Grade Below: EE.8.SP.4 Construct a graph or table from given categorical data and compare data categorized in the graph or table EE.8.F.4 Determine the values or rule of a function using a graph or a table</p> <p>Grade Above: EE.S-ID.4 Calculate the mean of a given data set (limit the number of data points to fewer than five) EE.S-CP.1-5 Identify when events are independent or dependent</p>		
STUDENT-FRIENDLY LINKAGE LEVEL LEARNING TARGETS		
<ul style="list-style-type: none"> Initial Precursor: <ul style="list-style-type: none"> I can group items by similarities. I can represent place items in order based on specific attributes. I can place objects in pairs. Distal Precursor: <ul style="list-style-type: none"> I can identify a bar graph. 		<u>ASSESSMENTS AND EVIDENCE</u>

Sample: Arkansas Lesson for Students with Significant Cognitive Disabilities

In addition to the daily schedule document, the SEA also provides a [Playbook Companion for Students with the Most Significant Cognitive Disabilities](#) resource that includes sample ELA and Math DLM Essential Elements aligned lessons for grades K-12. Each lesson includes a description and link to the Essential Elements addressed in the lesson, the learning progression for the lesson, learning targets written in student friendly language, key academic vocabulary, questions aligned to the Depth of Knowledge framework, and instructional plans. The lessons also include an intervention continuum that offers recommendations for teachers at different stages of student learning. This includes strategies for when a student needs additional support, is nearing mastery of the content, or is ready to progress to the next Essential Elements. All materials are available through Google Drive and are provided as read-only documents. Teachers can save and/or download the materials and complete further customization of the materials to meet the needs of their students using the saved copies.

Tennessee¹⁰⁸

The Tennessee Department of Education's Department of Special Education website includes a landing page dedicated to supports and resources specifically geared toward supporting students who have low-incidence disabilities. The [Low Incidence](#) landing page includes a commitment to serving all students which reads: "The department is committed to the postsecondary success of all students. All students are general education students first and all students can learn, grow, dream, and achieve. This is equally true for students with significant cognitive disabilities, complex disabilities and/or a vision or hearing disability." The website includes resources for teachers, parents, and other school staff including instructional resources, IEP development guidance, alternative assessment guidance, supports for toileting, program planning and development, course codes, and graduation requirements.

Regarding program planning for students with ESN, Tennessee emphasizes the importance of Universal Design for Learning (UDL) and inclusive educational environments for all students with disabilities. The state provides a [Self-Assessment: Program Planning for Low Incidence Disabilities](#) to serve as a tool to facilitate program development for students with complex needs. The tool is designed to support a

¹⁰⁸ Tennessee Department of Education. <https://www.tn.gov/education.html>. Accessed 30 May 2024.

student's transition into a new school or setting. The school team is encouraged to consider all the student's needs and emphasizes that the planning tool is not a compliance checklist. The planning tool includes domains for schools to consider when establishing programs for students with ESN including logistics, environment, instruction and learning, communication skills, and building relationships and communication.



Topic for Consideration	Guiding Questions and Information	Current Rating	Notes, Questions, Training Needs, Etc.
Building Relationships and Collaboration			
Family	<ul style="list-style-type: none"> Have you met the families? Do you have a way to contact the family easily (text, phone, email)? Consider sending a note ahead of time to express your excitement for your future collaboration and relationship. 	Choose an item.	
Student	<ul style="list-style-type: none"> Have you met the student? Consider sending a note, postcard, or personal email to welcome the student to your classroom Have you planned a "Get to Know You" activity for the first day of school? Ask the parents to send a few photos or tell you some favorite things to have available for the student to share who they are with their new classmates 	Choose an item.	
Staff	<ul style="list-style-type: none"> Does everyone who will need it have a copy of the IEP or IEP-at-a-Glance? Is there any special training or support needed for anyone? 	Choose an item.	

Sample: Tennessee Department of Education Low-Incidence Program Planning Tool

The state also provides support to LEAs through the [Statewide Technical Assistance Network \(TN-TAN\)](#). The TN-TAN provides technical assistance, training, and support to district and campus leaders, educators, and families to support the needs of students with disabilities ages 3-22 across a variety of areas including autism supports, intensive behavior, assistive technology, tiered supports, preschool, post-secondary transition, and family engagement. Visitors to the site have the option to complete a request for assistance form that is submitted to the TN-TAN where they can indicate the type of support they need including resources/material, professional development/training, systemic change partnership, or consultation.

Considerations

High-cost funds provided through IDEA-B funds as well as state funds, cooperative models, and state supported technical assistance are methods through which students with complex needs are provided with programming to meet their needs in other states. Among the states highlighted here, several use a combination of these approaches to support LEAs in developing and sustaining programming for students with ESN. For example, in addition to providing options for districts to utilize high-cost funds, Oklahoma also has structures in place that allow for school districts to form cooperative arrangements that pool resources across multiple districts. Similarly, Louisiana and South Carolina both provide state supported technical assistance to school districts focused on meeting the needs of students with ESN in addition to the methods highlighted above.

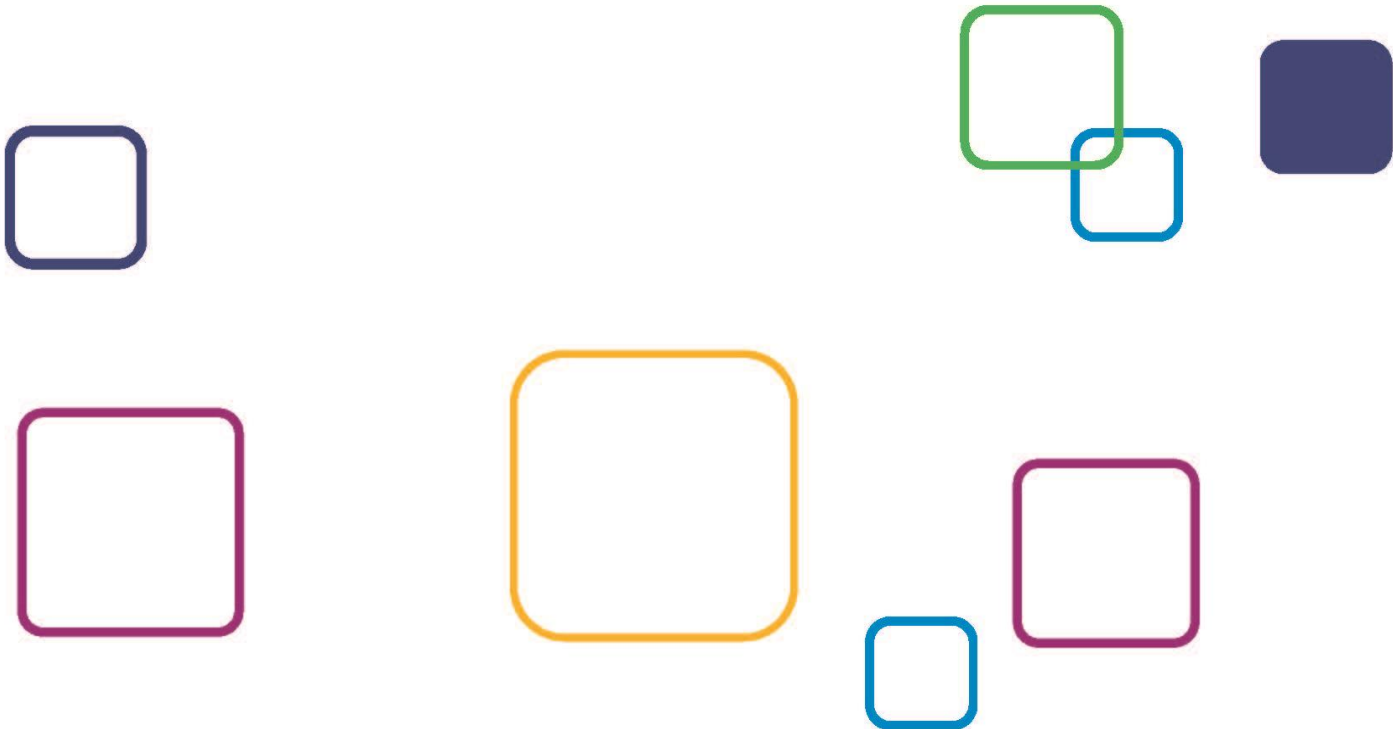
Each of these states offer relevant insights for the Missouri DESE as it plans the next steps in improving MSSD, particularly in addressing the needs of students in Missouri's rural communities where many MSSD campuses are located. As MSSD's enrollment patterns have changed over the years, so have its mission and vision regarding the students it serves. Moving forward, it will be important to clearly define the student population MSSD is intended to serve and ensure that the facilities are adequate for their

educational needs. Additionally, alternative approaches for serving students currently attending MSSD should be considered.

A potential risk of school consolidation may be the creation of a gap in programming for students with complex needs in rural areas. To address this risk, DESE may consider approaches used by peer states to encourage and incentivize LEAs wishing to join or establish cooperative service models as well as develop targeted, state technical assistance supports that aim to build the capacity of school districts to provide high-quality programming to students with complex needs. Such efforts could include developing programmatic standards, defining operational and instructional practices, and outlining implementation guidance for serving students with complex disability-related needs. These efforts would provide a roadmap for districts or cooperatives to serve students with complex needs that could be further supported through targeted technical assistance to school leaders and educators provided through the State.

Initially, state technical assistance efforts could focus on areas or regions of the state most impacted by consolidation of MSSD schools and efforts could be made over time to scale the technical assistance model. This would allow districts needing the most support early to receive such support while simultaneously allowing DESE to build and pilot the technical assistance model with a smaller cohort of LEAs to identify strengths and challenges with the model. Through a phased rollout plan, state technical assistance efforts could be expanded to provide consistency in guidance and support LEAs in all parts of the State.

VIII. SUMMARY AND RECOMMENDATIONS

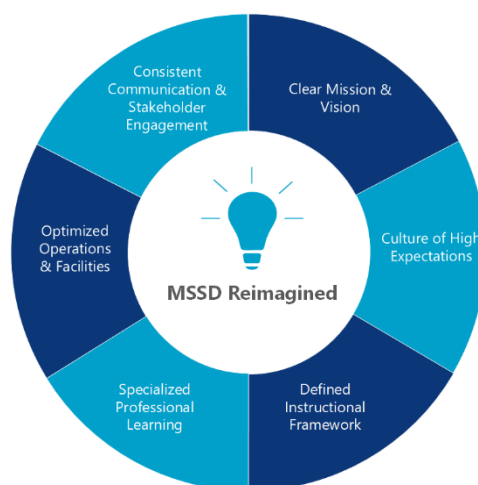


Overview

PCG, in partnership with Capital AE, was contracted to provide an objective view of the special education programming and facilities in MSSD and has identified in this report both strengths and areas of improvement that require focus in the coming years. MSSD has many notable strengths, including its commitment to serving students with ESN and its willingness to undertake this review and act on the recommendations as part of a continuous improvement cycle. MSSD is at a crossroads though and must make some critical decisions over the coming months to reimagine its future.

The recommendations we developed are the culmination of data collection efforts over several months and build upon those made during the first phase of this work. The recommendations are grouped under the six major themes of the findings and include detailed action steps. There were also several guiding principles we used to develop the recommendations. They include the following:

- While some recommendations, such as those aligned to optimizing facilities, will require additional stakeholder engagement and extensive planning through the Long-Range Planning Advisory Committee (LRPAC), all the remaining recommendations, especially those focused on teaching and learning and staff development, can and should be enacted immediately.
- PCG and Capital AE believe that school consolidation needs to occur. It will be the charge of the LRPAC to determine how this process will happen and what the appropriate number of sites should be in the future following the establishment of a new mission and vision for MSSD.
- Improving staff knowledge and skills can, and should, be established by building the capacity of the Regional Professional Learning Centers (RPDCs) as directed by a specialized professional learning technical assistance team within DESE.



The recommendations listed below serve as a roadmap to address areas of improvement, leading to the future growth of the special education program and facilities improvement. Each is interrelated and will require a significant investment on the part of MSSD. Although components of the action steps can be implemented within a shorter timeframe, full-scale implementation of the recommendations will take several years. The recommendations are grouped under the areas that PCG believes reflects the future state of MSSD Reimagined.

Clear Mission and Vision

1. Determine the Type of Programs Offered and Profile of Students Served

- Decide Upon the Types of Specialized Programs to Offer. Establish program descriptions for the specialized programming that MSSD will offer. This may include specializing in supporting students with significant behavioral challenges or limited verbal communication.
- Develop Student Profiles. Create general descriptions of students who would benefit from the specialized programs that MSSD will offer to ensure the population of students served is understood by MSSD staff and LEAs, maintaining consistency with the population of students accepted and served in MSSD.

- c. Rebrand MSSD. Rename MSSD schools so the new nomenclature is respectful of its students and their potential and describes its reimagined future.

2. Establish Clear Processes and Guidance for Local Education Agencies

a. Develop/Revise Comprehensive Admission Guidelines

- *Standardized Admission Criteria*: Establish clear and consistent admission criteria that outline the academic, behavioral, and socio-emotional requirements for acceptance into MSSD. These criteria should be uniformly applied to all applicants to achieve fairness and transparency.
- *Detailed Application Process*: Create a detailed application process that includes all necessary forms, documentation, and deadlines. This should be easily accessible online and provided to all LEAs.
- *Clear Roles and Responsibilities*: Define the roles and responsibilities of both MSSD staff and the LEA representatives in the admission process, making sure that all parties are aware of their specific duties and timelines.

b. Implement a Structured Communication Plan

- *Designated Points of Contact*: Assign specific staff members within MSSD and each LEA to act as primary points of contact. This will help maintain consistent and direct communication channels.
- *Regular Updates/Training*: Schedule regular updates and meetings between MSSD and LEAs to familiarize them with MSSD's admission processes, criteria, and expectations and provide regular updates to any changes that occur with these processes.
- *Partnership Agreements*: Develop partnership agreements with each LEA that outline the mutual expectations, roles, and responsibilities in supporting students' transitions to and from MSSD.
- *Feedback Mechanisms*: Establish mechanisms for collecting feedback from LEAs regarding the admission process and communication effectiveness. This can include surveys, focus groups, or feedback forms.
- *Continuous Improvement*: Use the feedback to continuously improve and refine the admission processes and communication channels. Regular reviews should be conducted to identify areas for enhancement.

c. Create an Admissions Handbook

- *Comprehensive Handbook*: Using the existing documents already created for admissions, develop an admissions handbook that provides detailed information on MSSD's programs, admission criteria, application process, timelines, and contact information. This should be distributed to all LEAs.
- *FAQs Section*: Include a frequently asked questions (FAQs) section to address common queries from LEAs and parents. This can help reduce misunderstandings and streamline the process.

d. Establish a Digital Application and Tracking System

- *Online Application Portal*: Implement an online application portal where LEAs can submit applications, upload necessary documents, and track the status of their submissions in real time.
- *Application Tracking*: This system should allow both MSSD and LEAs to monitor the progress of applications, receive notifications of missing information, and communicate through a secure platform.

Culture of High Expectations

3. Establish High Expectations for and Presume the Competence of All Students

- a. Develop Uniform High Expectations: Establish a policy for all MSSD schools that emphasizes high expectations for all students, regardless of the severity of their disabilities. This should be communicated clearly to all staff, students, and families and provide training for educators on the importance of maintaining high expectations, presuming competence, and strategies to support students in meeting these expectations.
- b. Establish a Comprehensive and Balanced Culture of Academics: Develop instructional practices that are centered around both functional academics and emergent literacy skills to promote a comprehensive and balanced education for all students that meets them at their individual level.

Defined Instructional Framework

4. Select and Implement High-Quality Curricular Resources

- a. Select High-Quality Curriculum. Adopt or develop high-quality curricular resources aligned with the DLM Essential Elements and best practices for students with ESN. These resources should support consistency and continuity across all schools. Regularly review and update curricular materials to keep them current and effective.
- b. Professional Development. Offer professional development sessions focused on the effective use of these curricular resources so that all teachers can implement them successfully.

5. Establish Higher Standards for IEP Development and Robust Progress Monitoring

- a. Develop Evaluation Guidance. Develop guidance for LEAs responsible for conducting evaluations including a structured framework and protocol for evaluations so LEAs know what is expected and if a Review of Existing Data (RED) is conducted, provide parameters on what information should be included so all evaluations are comprehensive.
- b. Develop a Standardized Process for Creating High-Quality IEPs. Develop a standardized process for creating IEPs that maintains high quality and demonstrates progression of skills over time. Conduct regular IEP audits to maintain compliance and quality. Provide feedback and support to educators to improve IEP development and identify exemplary IEPs to share with staff.
- c. Develop Robust Progress Monitoring Systems. Implement comprehensive progress monitoring systems to track student progress accurately and consistently. Use data to inform instruction and make necessary adjustments to support student achievement. Train staff on using progress monitoring tools and interpreting data to drive instructional decisions. Create school-based teams to review data regularly.
- d. Continuous Training. Provide continuous training on IEP development, focusing on present levels, goal development, progress monitoring, and aligning IEPs with DLM standards and student's individual needs.

6. Implement Best Practices for Students with Significant Behaviors

- a. Define and Implement Best Practices. As aligned to current research, establish what best practices MSSD will implement to support students with significant behavioral challenges. Promote consistent implementation of these best practices and interventions across all schools. Continuously monitor and evaluate the effectiveness of these practices through the CSIP, and clearly outlined performance indicators making adjustments as necessary.
- b. Hire and Train Highly Qualified Behavioral Staff. Train current staff or hire staff that are Registered Behavior Technicians (RBTs) so highly skilled staff are available across all schools that can support student behavior. Increase the number of full-time BCBAs in MSSD so that RBT staff can be supervised by BCBAs and provide support in real-time to staff in every school.
- c. Professional Learning. Offer specialized professional learning opportunities focused on supporting non-verbal students with significant behaviors. This should include training on best practices, interventions, and strategies for effective communication. Provide access to resources and experts in the field to support ongoing professional learning.

7. Expand Resources for and Focus on Assistive Technology (AT) and Augmentative/Alternative Communication (AAC)

- a. Develop Comprehensive AT/AAC Support. Develop a comprehensive support system and dedicated team to oversee AT and AAC throughout MSSD. This team should provide support and training to staff and families and work with the MO-AT. Facilitate access for all students to appropriate AT/AAC devices and conduct regular assessments to monitor their use and effectiveness as students' skills progress. Train staff on how students and teachers can use AT/AAC in a meaningful way.
- b. Implement Regular Assessment and Monitoring. Implement regular assessment protocols to evaluate students' AT/AAC needs and adjust support as needed. Provide ongoing training for staff on the use of AT/AAC.

8. Hire Related Service Providers and Require IEP Participation

- a. Direct Hire Service Providers. Prioritize hiring related service providers (e.g., speech therapists, occupational therapists) directly rather than contracting these services. This will create consistency and build upon MSSD culture. To the extent possible, develop competitive salary and benefits packages to attract and retain high-quality service providers.
- b. Implement a Mandatory IEP Attendance Policy. Implement a policy requiring related service providers (e.g., speech therapists, occupational therapists, physical therapists, etc.) attend all IEP meetings. This guarantees that parents have access to the full team and can make informed decisions about their child's education.
- c. Coordinate Scheduling. Develop a scheduling system that coordinates the availability of related service providers with IEP meeting times. This can involve setting aside specific days or times each month for IEP meetings to ensure provider availability.
- d. Offer Virtual Attendance Options. Offer virtual attendance options for related service providers who may not be able to attend in person. This can help accommodate their schedules while ensuring their participation in IEP meetings.

9. Expand Post-Secondary Transition Planning

- a. Implement Comprehensive Transition Planning. Implement robust transition planning processes that prepare students for life after school. This should include collaboration with outside agencies

to support students' transition to adulthood. Develop individualized transition plans that address each student's unique needs, strengths, and goals.

- b. Expand Collaboration with Outside Agencies. Build upon established partnerships with local agencies, vocational programs, and community organizations to support students' transition planning. Involve these agencies in the planning process from the beginning and utilize the resources through MITT that DESE already provides.
- c. Train for Transition Planning. Provide training for staff on effective transition planning practices to enhance understanding in developing and implementing transition plans that are meaningful and effective.

Specialized Professional Learning Plan

10. Leverage Regional Professional Development Centers (RPDCs)

- a. Expand Resources through Regional Professional Development Centers (RPDCs). Using the RPDCs, provide targeted, high-quality professional development that will equip educators with the skills and knowledge needed to effectively support students with ESN. This will likely require MSSD to partner with a third party or identify expert staff that can support the development of professional learning and technical assistance at the state level to support students with ESN.
- b. Develop Specialized Professional Learning Programs
 - *Targeted Training Modules:* Create specialized training modules focused on instructional practices for students with ESN. These modules should cover topics such as differentiated instruction, UDL, emergent literacy, standards-aligned instruction, behavior management, and the use of assistive technology (AT) and augmentative and alternative communication (AAC).
 - *Expert-Led Workshops:* Organize workshops led by experts in the field of special education. These workshops should provide MSSD staff with the latest research-based strategies for teaching students with ESN and practical tools to enhance their instructional practices.
- c. Facilitate Collaborative Learning Communities
 - *Professional Learning Communities (PLCs):* Establish PLCs within each RPDC where MSSD staff can collaborate, share best practices, and solve common challenges. These communities should meet regularly to foster a continuous learning environment.
 - *Inter-Regional Collaboration:* Promote inter-regional collaboration by organizing joint training sessions and conferences where staff from different regions can network and learn from each other's experiences.
- d. Provide Ongoing Coaching and Mentorship
 - *Instructional Coaches:* Deploy instructional coaches through the RPDCs who specialize in supporting students with ESN. These coaches can provide one-on-one or small group coaching sessions, offering personalized support and guidance to MSSD staff.
 - *Mentorship Programs:* Implement mentorship programs that pair experienced educators with newer staff members. This peer support system can help new teachers develop their skills and confidence in working with students with significant disabilities while supporting retention of staff.
- e. Utilize Data-Driven Professional Development

- *Needs Assessment:* Conduct regular needs assessments to identify the specific professional development needs of MSSD staff. Use this data to tailor the professional learning offerings provided by the RPDCs.
 - *Progress Monitoring for Professional Learning:* Implement a system for monitoring the impact of professional development on instructional practices and student outcomes. Use this data to refine and improve the professional learning programs offered.
- f. Enhance Access to Resources
- *Resource Libraries:* Develop comprehensive resource libraries within each RPDC that include instructional materials, research articles, and tools specifically designed for teaching students with ESN and make these resources easily accessible to MSSD staff.
 - *Online Platforms:* Create an online platform where MSSD staff can access recorded webinars, training videos, and other professional learning materials. This platform should also facilitate online discussions and resource sharing.
- g. Foster a Culture of Continuous Improvement
- *Regular Feedback Mechanisms:* Establish regular feedback mechanisms where MSSD staff can provide input on the professional development they receive. Use this feedback to make continuous improvements to the training programs.
 - *Recognition and Incentives:* Implement recognition and incentive programs to encourage and reward staff participation in professional development. Highlight success stories and best practices to motivate continuous improvement and staff retention.

Optimized Operations and Facilities

11. Improve Staff Retention Rates

- a. Monitor Staffing Trends. Review monthly attrition rates to determine trends by position and across schools.
- b. Review Worker's Compensation Trends. Monitor these trends monthly to understand the root causes of injuries. Deliver training or purchase equipment that prevents staff injuries.
- c. Salary Ladder System. Develop a salary ladder system that encourages teachers to seek out additional certification and rewards them for experience and tenure. Explore increasing teacher salary rates so they are more in line with LEA teacher salaries.
- d. Expand Internship/Student Teaching Opportunities. To increase the pipeline of graduating teachers aware of and interested in MSSD schools, develop pathways for them to seek experience in and know about these schools.

12. Develop Clear Budgeting and Streamlined Purchasing Guidelines

- a. Clarify and Document Guidelines. Determine what schools versus Area Offices versus the Central office are responsible for funding. Streamline purchasing of equipment and standardize what materials should be available in every school. Create a replacement plan/refresh cycle for technology devices and abide by it.
- b. Redirect Funding to Instructional Investments. As school consolidations occur, hold MSSD funding steady for at least 5 years and redirect funding from closed buildings toward instructional investments such as improved equipment, curriculum, and extensive professional learning.

13. Close Schools Located in Leased Facilities

- a. Closed Leased Facilities. Close leased facilities, as they appear to have been designed and constructed for purposes other than schools, are generally smaller than the state owned buildings, and scored low across all educational adequacy standards.
- b. Review Transportation Times. Have the LRPAC review the potential transportation impacts and determine how to provide the best educational space for students currently in leased buildings.
- c. Review Lease Agreements. Have MSSD's legal counsel carefully review building lease terms to fully understand the implications for termination or non-renewal.

14. Conduct Consolidation Analysis from a Portfolio Perspective with the LRPAC

- a. Establish a Target Utilization Rate for Buildings. Develop a target utilization rate of 85-90% per building to enhance MSSD's resources in specific programs while allowing flexibility for fluctuations in future enrollment.
- b. Consolidate Schools. Develop a plan, in coordination with the LRPAC, to further consolidate school buildings to optimize utilization of resources and improve student outcomes.
- c. Create Plan for Vacant Buildings. OA-FMDC should determine what should be done with vacated schools. If not repurposed, vacated schools quickly become liabilities, with vandalism, theft, and building degradation occurring due to inactivity, poor oversight, and maintenance.

15. Improve Educational Adequacy

- a. Focus Consolidation Efforts on Schools that Scored High in Educational Adequacy. From a spatial-type perspective, the following spaces should be considered to offer the best schools to MSSD students and staff:
 - i. General Use Classrooms
 - ii. Specialized Therapy Rooms (Occupational Therapy, Physical Therapy, and Speech Therapy)
 - iii. Sensory Rooms or Calming Rooms (i.e., Respite Rooms)
 - iv. Home Living Rooms
 - v. Gymnasium
 - vi. Cafeteria
 - vii. Administration / Offices
 - viii. Nursing
 - ix. Kitchen
 - x. Playgrounds
- b. Upgrade Lighting Systems. Provide dimming capabilities and color-tuning for students who are sensitive to light.
- c. Upgrade Playground Equipment and Surfaces. Establish playgrounds in all schools that are appropriate for the number of students, age ranges, accessibility needs, and disability types. Upgrade playground surfaces from rubber tiles to poured-in-place rubber. Further, upgrade playground surfaces that are grass to dedicated play areas with all-weather surfaces.
- d. Upgrade Buildings to Provide Increased Privacy for and Easier Changing of Students. Create separate spaces for changing outside of the classroom and install transfer lifts in restrooms or other areas that require lifting of students.

16. Improve Facilities Maintenance Processes

- a. Improve Fire Extinguisher Inspection Procedures. Initial the inspection tags on the fire extinguishers during the monthly inspection to provide accountability for the inspector and confidence in the staff that the equipment is in compliance and ready if an emergency occurs.
- b. Install and Maintain Parking Lot and Entryway Signage. Improve signage to direct visitors to sign in upon entry to increase accountability for visitors and reduce risk of intruders utilizing a side or back door to gain building entry.
- c. Enact Training and Protocols for Vinyl Flooring. Enact strip and waxing training and protocols for vinyl flooring in schools. Develop a policy and provide adequate training for custodial staff to properly strip and wax the floors so that they are cleaner and provide a more welcoming environment for students and staff.
- d. Develop Mechanical and Electrical Room Policies. Create policies that prohibit mechanical and electrical rooms from being used for storage. Storing boxes and other equipment in front of electrical panels is against building code and storing combustible materials, such as boxes, poses a fire hazard for the building.

17. Improve Safety and Security Measures

- a. Install Fencing. Install fencing around entire buildings, particularly at schools with classrooms with exterior doors, to reduce the risk of student injuries from automobile traffic or other outside dangers.
- b. Upgrade Lighting in Parking Lots and Around Buildings. Upgrade lighting to provide a safer and more secure environment for staff and other guests to reach their vehicles, particularly during dark winter months, without being endangered.
- c. Install Security Alarm Systems in All Schools. Install security alarm systems in schools that lack them to reduce potential for theft and vandalism after hours and on the weekends and to provide an additional layer of protection.
- d. Renovate School Entryways for External Direct Line of Sight. Renovate schools so that the front office of each school has a direct line of site from the administration areas to the parking lots, thereby reducing reliance on video doorbells and allowing for increased notification times to personnel in the event of an emergency.
- e. Install Exterior Door Card Readers. Eliminate the use of keys and install card access readers on all exterior doors being used for entry/exit for increased safety, staff accountability (i.e., electronic logs showing when staff come and go; building access termination when staff depart), and easier access to playgrounds or yards during recess, emergencies, or drills.
- f. Lock Doors to High-Risk Areas. Lock doors to all areas that are considered high-risk, such as kitchens, mechanical rooms, electrical rooms, and custodial closets. Install locking mechanisms that are inaccessible without a key so that doors cannot be permanently unlocked. Alternatively, installing handles that are always locked will ensure these doors cannot be opened without the proper key.
- g. Install/Upgrade Public Address Systems. Install or upgrade public address or communication systems to ensure adequate communication is available to all classrooms. Improving communication systems will enable the teachers to speak with office staff without having to leave the room and to have immediate and reliable access to the office during emergencies.

- h. Install Security Vestibules. Construct security vestibules in schools that were not constructed with them as an extra layer of protection from intruders quickly entering the building.
- i. Develop Storage Equipment Policy and Clear Routes. Develop a policy for the storage of equipment in egress routes (i.e., hallways). Dispose of excess equipment in hallways to follow fire codes and to reduce the time required for students and staff to evacuate buildings.
- j. Extend Sidewalks to Evacuation Points. Extend concrete pads with sidewalks to ensure a hard surface is provided from emergency evacuation points, thereby eliminating the opportunity for students in wheelchairs to get stuck in the grass or mud.

Consistent Communication and Stakeholder Engagement

18. Develop Clear Communication Channels and Roles and Responsibilities

- a. Establish Robust Communication Channels using a Multi-Tier Communication Strategy
 - *Vertical Communication*: Develop consistent vertical communication structures from DESE leadership to MSSD Area Offices and down to the building level. This includes clear directives, updates, and feedback mechanisms to develop consistent communication channels.
 - *Horizontal Communication*: Develop horizontal communication structures between schools within MSSD to share best practices, resources, and collaborative opportunities that allow schools to collaborate in a meaningful and consistent way.
 - *Designated Points of Contact*: Identify and appoint specific individuals at each level (DESE, MSSD leadership, Area Directors, Assistant Area Directors, Building Administrators) responsible for communication. These points of contact should deliver messages accurately and promptly across the organization.
- b. Establish Regular Meetings and Updates
 - *MSSD Leadership Meetings*: Schedule regular meetings between DESE and LEAs to discuss policies, updates, and initiatives for LEAs that have students attending MSSD.
 - *School-Level Meetings*: Hold quarterly meetings led by Area Directors for Building Administrators to align practices and address any concerns or questions. These meetings should include agendas and meeting minutes to support consistency and cover key items.
 - *Digital Communication Platforms*: Utilize digital platforms (e.g., intranet, email newsletters, video conferencing) to disseminate information efficiently. Make these platforms accessible to all staff members and provide training on their use if necessary.
 - *Feedback Mechanisms*: Implement feedback mechanisms (e.g., surveys, forms) to gather input from staff at all levels. This will help identify communication gaps and areas for improvement at regular intervals.
- c. Review and Clarify Roles and Responsibilities Across MSSD
 - *Comprehensive Role Review*: Conduct a thorough review of all staff roles and responsibilities across the organization to identify any gaps, overlaps, or redundancies. This can be done through job description audits and interviews with staff members. Using this data, determine if there are any shifts or gaps within the current organizational structure that should be addressed.

- *Role Alignment Workshops*: Organize workshops or focus groups with staff from different levels to discuss and clarify roles and responsibilities. This will help everyone understand their own duties as well as those of their colleagues.
 - *Updated Job Descriptions*: Update job descriptions to accurately reflect any revised expectations and responsibilities. Make these descriptions easily accessible to all staff members. Where redundancies or gaps are identified, redefine roles and redistribute responsibilities to optimize efficiency and effectiveness. Communicate these changes clearly to all affected staff members.
 - *Feedback and Adjustment*: Create a continuous feedback loop where staff can provide input on role clarity. Use this feedback to make necessary adjustments and improvements.
- d. Emphasize Instructional Leadership
- *Focus on Instructional Leadership*: Prioritize instructional leadership by ensuring that Building Administrators focus on teaching and learning. Provide professional development opportunities specifically geared towards enhancing instructional leadership skills.
 - *Dedicated Building Administrators*: Commit a full-time Building Administrator to each site.
 - *Instructional Leadership Teams*: Establish instructional leadership teams at each school comprised of Building Administrators, lead teachers, and related service providers. These teams should focus on curriculum implementation, teaching strategies, and student achievement.
 - *Professional Development*: Offer targeted professional development programs for instructional leaders to stay updated on best practices, new educational research, and innovative teaching methodologies.
 - *Performance Metrics*: Develop clear performance metrics for Building Administrators and educators to evaluate their effectiveness in promoting high-quality instruction and improving student outcomes.

19. Increase Access to IEP Documents and Conduct Training for Parents

- a. Improve Assistive Technology (AT)/Augmentative and Alternative Communication (AAC) Training for Parents
- *Regular Training Workshops*: Organize regular workshops for parents on the use of AT and AAC. These workshops should cover basic operations, troubleshooting, and strategies for integrating AT/AAC into daily activities.
 - *Online Resources*: Develop an online repository of AT/AAC training materials, including instructional videos, user guides, and FAQs so these resources are easily accessible to all parents.
- b. Translate IEP Documents
- *Standardized Translation Processes*: Establish a standardized process for translating IEP documents into the primary languages spoken by families.
 - *Access and Distribution*: Provide translated IEP documents to parents in a timely manner. Implement a system for tracking the distribution of translated documents so all families receive them.
- c. Conduct Additional Parent Training for Transition Planning
- *Transition Planning Workshops*: Conduct workshops for parents focused on transition planning. These workshops should cover key topics such as navigating adult services, understanding legal rights, and advocating for their child's needs post-graduation.
 - *Resource Guides*: Develop comprehensive resource guides for parents that outline the transition planning process, available services, and contact information for relevant agencies. These guides should be updated regularly to ensure they provide current information.

- *One-on-One Support*: Offer one-on-one support for parents to help them understand and navigate the transition planning process. This can include meetings with transition specialists or Home/School Coordinators who can provide personalized guidance and assistance.
- d. Increase School-Community and School-LEA Partnerships
- *Partnership Development Guidelines*: Create guidelines and expectations for schools on developing partnerships with community organizations and LEAs. These guidelines should include steps for identifying potential partners, establishing collaboration goals, and maintaining effective communication to ensure students attending MSSD have opportunities to participate with nondisabled peers and the community.
 - *Community Outreach Events*: Organize regular community outreach events to build relationships between schools, families, and local organizations. These events can include resource fairs, community service projects, and informational sessions.
 - *Shared Resources and Programs*: Encourage schools to share resources and programs with community partners that have been successful. This can include joint training sessions and collaborative projects that benefit students and the community in MSSD.

Long-Range Planning Advisory Committee

A Long-Range Plan will outline the future direction for MSSD's facilities and geographic presence. This plan will be multifaceted, considering factors such as operations, education, finances, facility conditions, enrollment, educational adequacy of buildings, and transportation times. To guide this process, a Long-Range Planning Advisory Committee (LRPAC) will be formed, consisting of stakeholders from all areas of MSSD's ecosystem. Including as many representative groups as possible is essential to ensure that every voice is heard and to foster a sense of ownership in the final decisions. This is especially important when discussing potential consolidation or closures, where buy-in and ownership from all parties are crucial.

PCG and Capital AE will provide MSSD with a list of recommended stakeholder groups that include community members, LEA representatives, teachers, teacher aids, administration, DESE, board members, OA-FMDC, custodial, and others. This list will be fine-tuned with MSSD leadership to ensure proper representation. PCG and Capital AE will teach the committee how to interpret each data set and how to leverage the information to brainstorm ideas and ultimately make an informed decision about the future of MSSD's operations, facilities, and geographic presence. A healthy target of 30-50 members will ensure every voice is heard and is representative of the different groups that are impacted by MSSD.

The structure of the LRPAC will include a series of virtual meetings that scaffold the data, feedback, conversation, and ideas along the way to arrive at a common goal and execution strategy. The LRPAC will meet as a group several times to learn about the various aspects and content behind how the state program operates. Then, the members can utilize this data to make informed decisions about how MSSD can be reimaged.

The table below provides a draft of recommended content for the LRPAC meetings:

Meeting #	Topic
Meeting 1	Kick-Off / Charge / Recap Phase 1 & 2 Report / National Trends / Goals & Vision
Meeting 2	Academics & Instruction / Technology / Transportation / Enrollment Trends
Meeting 3	Capacity & Utilization / School Condition / Capital Improvements / Finance
Meeting 4	Funding Sources / Legislation / Special School District / Peer State Models
Meeting 5	Develop Consolidation Options / SWOT Analysis

Meeting #	Topic
Meeting 6	Finalize Consolidation Plan / Develop Long Range Strategy

These meetings will commence at the start of the 2024-25 school year.



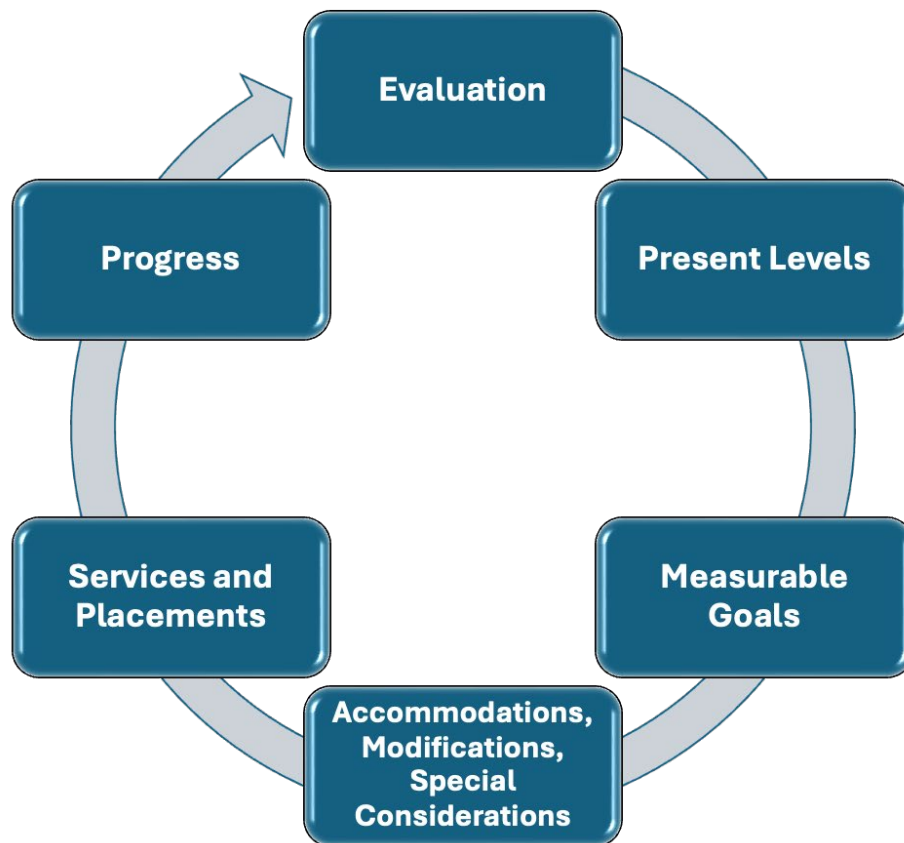
Solutions that Matter

XI. APPENDIX

Golden Thread Framework

For a student with a disability, his or her IEP team is charged with ensuring that the evaluation supports the existence of a disability and shows a clear connection to the Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement, identified learner characteristics, least restrictive environment considerations, and selected accommodations for instruction and assessment. This logical progression through the body of evidence, known as the **Golden Thread**, should connect the pieces to tell a student's complete educational story.

PCG's Golden Thread Framework



Evaluation – What are the student's characteristics as a learner? What is his/her documented disability? How do the evaluation results inform an instructional plan?

Present Levels – What is the student's present level of academic achievement and functional performance (PLAAFP)? How can access to grade-level standards be ensured regardless of the disability or language barrier?

Measurable Annual Goals – What can the child reasonably be expected to accomplish within one year? What types of instructional tasks are expected of the student to demonstrate proficiency in grade-level content? Are goals reasonably ambitious and achievable, and do they address all areas of need?

Accommodations, Modifications, and Special Considerations – What accommodations and modifications are necessary for the student to access the curriculum across settings? Are these accommodations and modifications aligned with the child's disability-related needs? What special considerations (i.e., behavior support, assistive technology, AAC, etc.) are provided to the student if needed to access the curriculum?

Services and Placement – What services will be provided? By whom and for how frequently? What services and support are needed for the student to progress in all identified areas? Where and how will the student receive services?

Progress Reports – What data are being collected on the fidelity of IEP implementation as well as on student progress toward meeting IEP goals? Is the student making progress?

Quality Indicator Review

This Quality Indicator Review, based on the tenets of the Golden Thread Framework, focuses on areas essential to the development of quality Evaluation, IEP, and Progress Monitoring documentation. Taken together, these documents for students with disabilities provide a comprehensive view of their access, participation, and progress in the general education curriculum and address other disability needs.

The quality indicators are based on these foundational assumptions:

- ✓ Results of individual evaluations provide the information the IEP team needs to make its recommendations.
- ✓ The student's strengths and needs guide IEP development.
- ✓ The IEP team considers the interrelationship of the impact of the student's disability and the components of the IEP.
- ✓ IEP development occurs in a structured, sequential manner.
- ✓ IEPs include documentation of recommendations in a clear and specific manner so the IEP can be implemented consistent with the evaluation team's recommendations.
- ✓ Annual goals are identified to enable the student to progress in the general education curriculum and meet other disability-related needs.
- ✓ The IEP team determines how student needs will be met in the least restrictive environment.
- ✓ The IEP team demonstrates knowledge of grade-level general education curricular and behavioral expectations and benchmarks.
- ✓ IEPs are implemented with fidelity and adjusted based on student response to instruction.
- ✓ Ongoing progress monitoring and formative assessment of student progress, goals, and objectives are consistently implemented.
- ✓ Revisions to the IEP are made based on data indicating changes in student needs or abilities.
- ✓ IEPs for students with disabilities developed by the evaluation team result in students' access, participation, and progress in the general education curriculum and address a student's other disability-related needs.²⁰

PCG used six overarching quality indicators to assess files. The rubric included specific elements and classifications of evidence under each indicator.

PCG's Golden Thread Evidence Rubric

Evaluation	<ul style="list-style-type: none"> • The evaluations used to assess the student are comprehensive, reliable, and culturally and linguistically responsive and help to determine the unique needs of the student in all areas of suspected disability. • The evaluations consider the student's developmental and educational history, general education performance, sociological and health factors, and any additional sources of data that support the findings in the evaluation. • The evaluations specifically state how the manifestations of the disability interact with environmental and instructional barriers to access, participation, and/or progress in the general education curriculum. • The evaluation includes information from the family, such as student strengths, preferences, interests, health, behavior in settings outside of school, changes in the home environment, outside services, community activities, etc.
Present Levels	<ul style="list-style-type: none"> • The PLAAFP includes observable and measurable baseline data from multiple sources that identify the student's strengths and critical areas of need. • In the PLAAFP there is evidence of all team members' input, including parents/caregivers. • The PLAAFP reflects the strengths and critical areas of need in the enrolled grade-level curriculum and functional areas if needed (i.e., communication, behavior, social skills, self-help skills) • If the student is dually identified, there is evidence that ELL services and supports have been considered and/or included in the IEP, including transition services, where appropriate. • For transition-age students, the PLAAFP includes key areas of transition planning (i.e., training, education, employment, independent living, etc.)
Measurable Annual Goals	<ul style="list-style-type: none"> • IEP goals and objectives are: Specific, Measurable, Achievable, Relevant, and Time Specific (SMART) • IEP goals are driven by grade-level curriculum and aligned to standards. • If objectives are included with the goal, the objectives are aligned and targeted to support the student's progress toward the annual goal. • The student's IEP clearly states how progress will be monitored and how often parents will receive progress reports. • IEP goals and objectives directly connect specially designed instruction with areas that need to be taught for the student to make progress in the general education curriculum.

Accommodations, Modifications, and Special Considerations	<ul style="list-style-type: none"> • The IEP includes explicit accommodations, modifications, and/or supports that directly connect with the student's disability-related needs. • The IEP specifically includes supports, such as consultation, professional learning, or indirect supports that are needed for school personnel to effectively implement the IEP. • The IEP provides specific details on how and to what degree accommodations, assistive technology, and/or AAC will be used to support access to the general education curriculum. • The accommodations and modifications in the IEP align to the disability, student-need, and state requirements for classroom, state, and/or districtwide assessments.
Services and Placement	<ul style="list-style-type: none"> • The IEP provides evidence that the IEP goals and objectives drive the service delivery options. • The IEP provides a clear and explicit rationale for the selected LRE, including justification for the removal from the general education setting for any services.
Progress	<ul style="list-style-type: none"> • Progress reports provide specific data, in measurable terms, about the student's progress toward each annual IEP goal, and supporting objectives, where appropriate. • Progress reports to parents/caregivers are written in plain language (i.e., jargon-free, objective not subjective, etc.) and provided to the parent/caregiver within the required timeline.

House Bill 2

Section 2.016. To the Department of Elementary and Secondary			
2	Education		
3	For State Board of Education operated school programs, provided		
4	twenty-five percent (25%) flexibility is allowed between personal		
5	service and expense and equipment, and further provided three		
6	percent (3%) flexibility is allowed from this section to Section		
7	2.475		
8	Personal Service.	0101-500-0015	\$32,587,456
9	Expense and Equipment.	0101-500-2298	<u>18,181,177</u>
10	From General Revenue Fund (0101).		50,768,633
11	Personal Service.	0105-500-0020	890,775

CCS SS SCS HCS HB 2			
		4	0105-500-2301 - \$4,012,276
12	Expense and Equipment.	0105-500-3574 - \$3,000,000	<u>7,012,276</u>
13	From Elementary and Secondary Education - Federal Fund (0105).....		7,903,051
14	Expense and Equipment		
15	From Bingo Proceeds for Education Fund (0289).....	0289-500-2303	<u>1,876,355</u>
16	Total (Not to exceed 654.59 F.T.E.).		\$60,548,039

Section 2.400. To the Department of Elementary and Secondary			
2	Education		
3	For the Missouri Schools for the Severely Disabled		
4	From Handicapped Children's Trust Fund (0618).....	0618-500-2280	\$200,000

REGULATION IX: CASELOADS¹

A. CLASS SIZE AND CASELOADS

Caseloads and Class Size Requirements differ between Early Childhood Special Education (ECSE) and grades K-12. Caseloads for ECSE are mandatory and tied to funding requirements. The standards for grades K-12 are desirable and should not exceed the maximum case load outlined in the Caseload guidance on the Office of Special Education website. Factors to consider when determining caseload for grades K-12 are listed below.

CLASS SIZE/CASELOAD STANDARDS FOR GRADES K-TWELVE (12)

It is the responsibility of the public agency to assign students to classes and monitor student/teacher ratios for class size and caseload to ensure that there are adequate staff and that staff have adequate time to provide for the implementation of the IEP of each identified student with a disability.

Paraprofessionals/aides may be assigned to specific students and/or may be assigned to classrooms based upon the number and unique needs of students with disabilities being served in the class. While qualified teachers and licensed therapists must design and provide initial or original instruction, support personnel may provide reinforcement and practice of previously taught skills or content. Additionally, appropriately trained support personnel may provide assistance to students in response to specific needs related to:

- (1) Significant cognitive and/or sensory impairments;
- (2) Safety;
- (3) Mobility;
- (4) Personal care;
- (5) Behavior;
- (6) Medical/health; or,
- (7) Other unique circumstances.

Considerations when making staffing determinations include:

- (1) Instructional planning time (minimum of 250 minutes per week of instructional planning during the school day is required);
- (2) Data collection, observation, assessment, and report preparation;
- (3) Consultation and IEP planning with general educators;
- (4) IEP case management;
- (5) IEP Team meetings and meetings with parents;
- (6) Age of the students (younger students generally require more assistance with personal tasks such as toileting, dressing, and feeding); and,
- (7) Travel time between assignments.

When assigning students to a self-contained classroom, consideration should be given to the following:

¹ Regulation IX: Caseloads (2023) | Missouri Department of Elementary and Secondary Education (mo.gov); <https://dese.mo.gov/media/pdf/regulation-ix-caseloads-2023>

- (1) Severity of the disability of the students assigned to the classroom;
 - (2) Ages of students assigned to the classroom;
 - (3) Range of needs of the students as specified in their IEPs;
 - (4) Unique needs of the students as specified in their IEPs;
 - (5) Other duties assigned to the classroom teacher (IEP case management, recess, lunch, etc.);
- and,
- (6) Level of paraprofessional support provided

When assigning students to a resource or general education classroom, consideration should be given to the following:

- (1) The ages and grade levels of the students served
- (2) The severity of the disabilities of the students served
- (3) The unique needs of the students as identified in their IEPs
- (4) The number of IEPs managed by the teacher
- (5) Any assessment/evaluation responsibilities of the teacher
- (6) Other duties assigned to the teacher

Facilities Condition Checklist

BUILDING NAME (YEAR BUILT)

System (Uniformat)	Install Year	Age (years)	Age-based Wgt.	Cond.-based Wgt.	Applied Wgt.	Life Expectancy (years)	Comments	Capital Need (\$)
A-Foundation / Slab /Structure						100		
B2010-Ext. Walls						100		
B2020-Ext. Windows						30		
B2030-Ext. Doors						30		
B30-Roof						20		
C10-Int. Door, Part, Stair, Elev.						50		
C1030-Int. Walls						60		
C3010-Wall Finishes						12		
C3020-Floor Finishes						12		
C3030-Ceiling Finishes						30		
D2010-Plumbing Fixt.						30		
D2020-Water Dist.						30		
D2030-Drain, Waste, Vent						30		
D3020-Heat Gen. Sys.						0		
D3030-Cool Gen. Sys.						0		
D3041-Air Dist. Sys.						30		
D3042-Exh. Vent. Sys.						30		
D3050-Rooftop Unitary A/C – Cooling w/Gas Heat						25		
D3060-HVAC Control						20		
D4010-Fire Sprinkler						50		
D5010-Main Pwr, Emgy.						30		
D5020-Ltg, Br. Circuits						30		
D5037-Fire Det., Alarm						15		
D5038-Comm., Sec.						15		
D5039-Technology						10		

System (Uniformat)	Install Year	Age (years)	Age-based Wgt.	Cond.-based Wgt.	Applied Wgt.	Life Expectancy (years)	Comments	Capital Need (\$)
D5090-Other Electrical Systems						0		
D5092-Emerg. Ltg.						25		
E1020-Inst. Equip.						30		
E1090-Other Equip.						60		

PORTABLE BUILDINGS (YEAR BUILT)

System (Uniformat)	Install Year	Age (years)	Age-based Wgt.	Cond.-based Wgt.	Applied Wgt.	Life Expectancy (years)	Comments	Capital Need (\$)
F1012-Pre-eng. Struct.						15		

SITE

System (Uniformat)	Install Year	Age (years)	Age-based Wgt.	Cond.-based Wgt.	Applied Wgt.	Life Expectancy (years)	Comments	Capital Need (\$)
G2020-Parking Lots						20		
G2030-Pedestrian Paving						30		
G2041-Fences and Gates						100		
G2047-Playing Fields						30		
G2050-Landscaping						30		
G2052-Basketball Courts						30		
G2053-Running Track						20		
G2054-Tennis Courts						25		
G2055-Playground Equipment						20		
G3010-Water Supply						50		
G3020-Sanitary Sewer						50		
G3030-Storm Sewer						40		
G3052-Wells for Cooling/Heating						50		

System (Unifomat)	Install Year	Age (years)	Age-based Wgt.	Cond.-based Wgt.	Applied Wgt.	Life Expectancy (years)	Comments	Capital Need (\$)
G3060-Fuel Distribution						50		
G4010-ElectricalDistribution						50		
G4020-Site Lighting						40		
G4090-Other Site Electrical Utilities						30		
G90-Site Specialties						40		

Educational Adequacy Assessment Checklist

	Yes/No	Rating (0-3)	Comments
Acoustics			
1. Is excessive interior or exterior noise present?			
2. Are absorptive panels located on interior walls?			
3. Is HVAC noise excessive?			

	Yes/No	Rating (0-3)	Comments
Aesthetics (sensory affects)			
4. Does the environment feel home-like?			
5. Are ceiling heights less than 10' in classrooms?			
6. Are colors and materials in the blue, green, yellow, and natural spectrum for calming?			
7. Are materials non-glaring?			
8. Are materials non-toxic (air fresheners, smells, etc.)?			
9. Are construction materials easily cleanable (flooring, furniture, counters)?			

	Yes/No	Rating (0-3)	Comments
Lighting			
10. Is natural lighting available?			
11. Are blinds available to limit natural light and glare?			
12. Are lights LED?			
13. Is full-spectrum lighting available (kelvin)?			
14. Is color-tunable lighting available?			
15. Are lighting dimmers available?			

	Yes/No	Rating (0-3)	Comments
Sensory Stimulation			
16. Are breakout spaces available for students to break and control over-stimulation?			

	Yes/No	Rating (0-3)	Comments
Biophilic Design (natural incorporation)			
17. Is natural lighting available?			
18. Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)			
19. Are areas for outdoor learning available?			

	Yes/No	Rating (0-3)	Comments
Building Security			

20. Is the exterior of the building fenced to captures “runners”?			
21. Are alarms installed on side and rear exterior doors?			
22. Does the front entrance have a secured vestibule?			
23. Does the front office have direct line of sight to the entry and parking lot?			
24. Is the building equipped with security cameras and alarm systems?			
25. Are the windows non-wire framed?			
26. Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?			
27. Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?			

	Yes/No	Rating (0-3)	Comments
Communal Areas			
28. Are communal areas available for social interaction within the school?			

	Yes/No	Rating (0-3)	Comments
Parent Areas			
29. Is the school equipped with areas for parents to store belongings and meet with children/staff?			

	Yes/No	Rating (0-3)	Comments
Equipment and Furniture			
30. Are any of the following available: foam wedges, therapy balls, walkers, or swings?			
31. Are transfer lifts such as Hoyer or Arjo Lifts available?			

	Yes/No	Rating (0-3)	Comments
Elevators			
32. If the building has multiple floors, are elevators available?			
33. If there are stairs, are chair lifts available?			

	Yes/No	Rating (0-3)	Comments
Wayfinding			
34. Are intuitive visual clues (such as colors) available for wayfinding?			
35. Does signage include Braille?			
36. Is the signage height appropriate (48” to 60”, i.e., chest height)			

	Yes/No	Rating (0-3)	Comments
--	--------	--------------	----------

Outdoor Space			
37. Is there outdoor space for playing (playground, play fields, etc.)?			
38. Is there outdoor space for learning (courtyard, amphitheater, etc.)?			
39. Is there appropriate wayfinding, transition spaces, and sensory stimulation?			
40. Is there adequate bus/van drop-off zones?			

	Yes/No	Rating (0-3)	Comments
Privacy			
41. Are there privacy spaces for procedures such as injections, insertions, or suctioning?			

	Yes/No	Rating (0-3)	Comments
Spaces			
42. Is there a separate space for a cafeteria?			
43. Is there a separate space for a gym?			
44. Is there a separate space for a kitchen?			
45. Is there a separate space for administration offices?			
46. Are there life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?			
47. Are there dedicated rooms for OT/PT?			
48. Are sensory or respite rooms available?			
49. Is a health center/nurse's office available in the school?			

	Yes/No	Rating (0-3)	Comments
Restrooms			
50. Are restrooms close in proximity to the classrooms?			
51. Are restrooms sized to accommodate equipment and personnel assistance?			
52. Are restrooms equipped with storage and supplies?			
53. Is a changing table located in the restroom that is age appropriate or adjustable?			
54. Is a shower available in the restrooms with a shower wand?			
55. Is entry accessible into the shower?			
56. Is a transfer lift (Hoyer or Arjo) available in the restrooms?			

Facilities Maintenance Assessment Checklist

MAINTENANCE ASSESSMENT			
ENTRANCES	YES	NO	COMMENTS
1. Is the entrance well lit?			
2. Are floor mats provided on the inside of all entrances?			
3. Are floor mats maintained to prevent tripping?			
4. Are steps in good condition with no broken or loose steps?			
5. Is a handrail installed and is it firmly attached?			
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?			
HALLWAYS	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?			
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?			
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?			
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.			
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?			
12. Are fire doors not blocked open (if applicable to include classroom doors)?			
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?			
STAIRS AND STAIRWAYS	YES	NO	COMMENTS
14. Are stairs and stairways well lit?			
15. Are stairs free of clutter and trash and debris create a slip / trip / fall condition?			
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?			
17. Are handrails installed securely and in good condition?			
18. Are emergency lights and exit signs in good working order?			
19. Are landings free of storage materials?			
20. Is storage allowed under the stairs?			
EXITS	YES	NO	COMMENTS
21. Are exits properly marked?			
22. Do all exit doors open outwards with the path of egress?			
23. Are exit doors free of chains or padlocks when students/staff are located in the building?			
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?			
CLASSROOMS	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?			
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)			
27. Are closets and storage rooms clean and orderly?			
28. Are fire escape route plans accurate and in plain sight?			

MAINTENANCE ASSESSMENT			
29. Is adequate aisle space provided for a quick exit of students?			
GYMNASIUMS	YES	NO	COMMENTS
30. Are lights protected from glass breakage?			
31. Is the floor in good condition?			
32. Are all exits properly marked and maintained?			
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?			
34. Are locker rooms and shower facilities kept clean and free of standing water?			
AUDITORIUMS	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?			
36. Are the stairs leading to the stage provided with a handrail?			
37. Are backstage areas lighted sufficiently to prevent slips and falls?			
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?			
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?			
40. Are items stored neat and orderly?			
41. Are the floors free of standing water or liquids?			
BOILER / ELECTRICAL / MECHANICAL ROOMS	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?			
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?			
44. Are the floors free of standing water or liquids?			
45. Are electrical panels and breaker boxes clear of obstructions? Are electrical boxes, switches and receptacles covered?			
46. Are electrical boxes, switches and receptacles covered?			
CHEMICALS	YES	NO	COMMENTS
47. Are MSDS available?			
48. Are hazardous materials containers labeled?			
49. Are eyewash/emergency shower available and functional?			
RESTROOMS	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?			
51. Is the restroom well lit?			
52. Are the restrooms maintained clean and sanitary?			
FIRE SAFETY	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?			
54. Are sprinkler system functional/inspected/documented?			
55. Are smoke/heat detectors functional and inspected?			
56. Is there a minimum 18" clearance below sprinkler heads?			
57. Are sprinkler valves locked open?			
ROOFS	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?			

MAINTENANCE ASSESSMENT			
59. Is there any damage to skirting or siding?			
60. Are flat roofs free from standing water and debris?			
61. Are building ceilings and walls free of active roof leaks?			
62. Are roofs checked often?			
63. Are roofs checked for snow/water loads?			
64. Are wooden trusses checked?			
OTHER	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities?			
66. Are No Idling signs posted?			

Safety and Security Assessment Checklist

SAFETY AND SECURITY CHECKLIST		YES	NO	N/A	COMMENTS
1.	School grounds are fenced.				
2.	There is one clearly marked and designated entrance for visitors				
3.	Signs are posted for visitors to report to main office through a designated entrance.				
4.	Restricted areas are clearly marked				
5.	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)				
6.	Shrubs near building have been trimmed "up" to allow view of bottom of building				
7.	Bus loading and drop-off zones are clearly defined.				
8.	There is a schedule for maintenance of:				
	a. Outside lights				
	b. Locks/Hardware				
	c. Storage Sheds				
	d. Windows				
	e. Other exterior buildings				
9.	Parent drop-off and pick-up area is clearly defined.				
10.	There is adequate lighting around the building.				
11.	Lighting is provided at entrances and other points of possible intrusion.				
12.	The school ground is free from trash or debris.				
13.	The school is free of graffiti.				
14.	Play areas are fenced.				
15.	Playground equipment has tamper-proof fasteners				
16.	Visual surveillance of bicycle racks from main office is possible.				
17.	Visual surveillance of parking lots from main office is possible				
18.	Parking lot is lighted properly and all lights are functioning				
19.	Accessible lenses are protected by some unbreakable material				
20.	Staff and visitor parking has been designated				
21.	Outside hardware has been removed from all doors except at points of entry.				
22.	Ground floor windows:				
	a. have no broken panes;				
	b. locking hardware is in working order.				
23.	Basement windows are protected with grill or well cover.				
24.	Doors are locked when classrooms are vacant.				
25.	High-risk areas are protected by high security locks and an alarm system				
	a. Main office				
	b. Cafeteria				

SAFETY AND SECURITY CHECKLIST	YES	NO	N/A	COMMENTS
c. Computer Labs				
d. Industrial Arts rooms				
e. Science labs				
f. Nurses Office				
g. Boiler Room				
h. Electrical Rooms				
i. Phone line access closet				
26. Unused areas of the school can be closed off during after school activities.				
27. There is two-way communication between the main office and:				
a. Classroom				
b. Duty stations				
c. Re-locatable classrooms				
d. Staff and faculty outside building				
e. Buses				
28. There is a central alarm system in the school. If yes, briefly describe:				
29. The main entrance is visible from the main office.				

Facilities Reports and Summary

AUTUMN HILL STATE SCHOOL



Executive Summary

Autumn Hill State School was constructed in 1976 and is located in Union, Missouri. In general, this facility has building components and systems that have reached or beyond their useful life such as asphalt, playground fall surface, windows, fire sprinkler and intercom system. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school. A total of \$678,204 in deferred maintenance needs were identified.

Key Information

Address	300 AUTUMN HILL DRIVE, UNION, MO 63084
----------------	--

Area	3
Year Constructed	1976
Age (Years)	48
Building Size (Sq. Ft.)	0
Site Size (Acres)	5
Est. Replacement Value	\$10,416,486

FRL % (FY23)	56%
1-Way Bus Ride (Avg)	36
1-Way Bus Ride (Max)	78
Maintenance Score	59%
Safety Security Score	60%
Educational Adequacy Score	54%

Capital Needs (5-Yr) Age/Condition	\$3,035,901
Condition Rank (out of 34)	13
FCI (5-Yr) Age/Condition	29.1%
Sq. Ft. Per Student	361

Enrollment (2024)	34
Capacity @ 90%	37.8
Open Seats	3.8
Utilization	89.9%

Exhibit 1. Autumn Hill – Floor Plan – Capacity, Utilization, & Enrollment

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
6	1	0	1	1	1	6	42	37.8	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	FY24 Students	Utilization	Open Seats
6	2	0	0	0	0	34	89.9%	3.8

Support / Admin		
Office	Nurse	Kitchen
2	0	1

Enrollment			
FY21	FY22	FY23	FY24
38	39	38	34

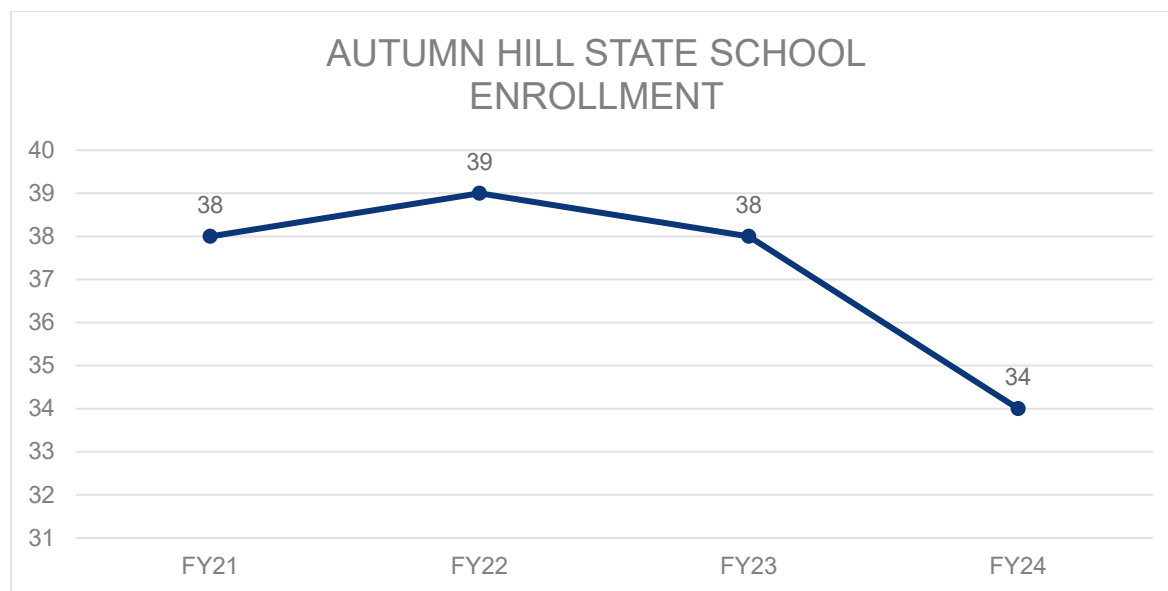


Exhibit 2. Autumn Hill State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
Autumn Hill State School		\$ 151,594	\$ 273,076	\$ 78,442	\$ 175,093	\$ 678,204
Site						
Asphalt						
Repair back drive potholes and alligator cracking			\$ 248,063			\$ 248,063
Playground Fall Surface						
Rubber tiles are failing and need replaced		\$ 151,594				\$ 151,594
Main (1976)						
Ext. Windows						
Original, Single Pane				\$ 78,442		\$ 78,442
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 175,093	\$ 175,093
Intercom						
Telephones need replaced according to staff			\$ 25,013			\$ 25,013
Grand Total		\$ 151,594	\$ 273,076	\$ 78,442	\$ 175,093	\$ 678,204

Exhibit 3. Autumn Hill State School – Sample Photos

Restroom Flooring, Wall Covering, and Fixtures



Water Heater



Rooftop HVAC Units



Exterior Wall Material



Asphalt



Roadway



Interior Door



Exterior Window

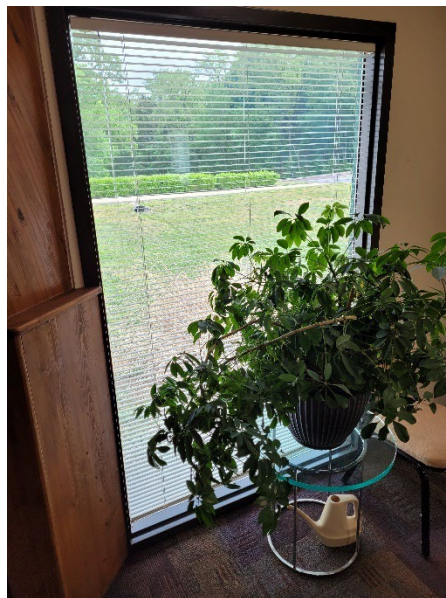


Exhibit 4. Autumn Hill State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		0
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3 Very high wooden ceiling similar to Boonslick with high arches (almost felt like cathedral ceilings)
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?		X		3
7	Are materials non-glaring?			X	0 Could not determine
8	Are materials non-toxic (air fresheners, smells, etc.)?			X	0 Could not determine
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3 Very big open windows throughout the building
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?			X	0 Could not determine
13	Is full-spectrum lighting available (kelvin)?			X	0 Could not determine
14	Is color-tunable lighting available?			X	0 Could not determine
15	Are lighting dimmers available?			X	0 Could not determine
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		X		2 Classrooms did have spaces for students within the classroom, but no dedicated sensory room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?		X		1 BA noted pricing for covering of garden in the center of the building but that the cost was too high at this time, so space is available but it is not being used in that way which is why it is rated 1
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 The playground space is fenced in but there were exit doors in all rooms that did not have any fenced in areas
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			3 Cameras are installed both indoors and outdoors - policy of MSSD to have cameras in every classroom that are monitored by central office as needed
25	Are the windows non-wire framed?	X			2
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3 Full-time custodian that supports the building and does a great job of keeping the space very clean
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			2 Classroom had to be built in the PE/Cafeteria space to support an overflow of students, the walls were made of partitions that are used to create cubicles
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			2 Office space was available for staff to use but there was not a private space to hold IEP meetings
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3 All equipment seemed like it was in more new conditions and they had two P Pods were of high cost (2-3K) each according to BA
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3 In the rooms where needed these were available
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?		X		0
33	If there are stairs, are chair lifts available?		X		0
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			2 One of the racks for students to hang backpacks was lowered for the younger students to be able to reach them

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			2	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		X		0	Observed a student being fed at the table during a Science lesson and another student being medically treated in one of the classrooms - student was laying on the ground on a bed while being treated but the nursing space did not have an examining table to support students that may need medical services
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		2	Gave a 2 rating because there was a good size cafeteria space but it was being used for a classroom space as well, however, the classroom space was clearly partitioned and it was clear that it was a cafeteria when students were eating with a full size kitchen to serve students which was not always seen in other buildings
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?	X			3	Kitchen space was big, clean and very nicely maintained
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			2	Small space, which was not the cleanest and did not have all of the necessities that would be adequate to support daily living skills for students
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?		X		2	Sensory spaces were available in classrooms with wide open storage spaces that had curtains if students needed to be changed, this spaces could also be used for students to decompress and had many sensory items stored here. So while there was not a separate room, there were spaces set up within the classroom for this that were large
49	Is a health center / nurse's office available in the school?	X			2	Very small space, no examining table but meds were locked appropriately and the office did have a private space
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	Restrooms were in every classroom and easily accessible
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			2	Some but not all restrooms had good organization and felt slightly cluttered
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	Changing tables were located in classroom and some had privacy curtains or shades, but not all
54	Is a shower available in the restrooms with a shower wand?	X			2	
55	Is entry accessible into the shower?	X			2	Bathtub, there was no walk in shower
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 5. Autumn Hill State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3	X		
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	None observed.
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?			N/A	
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?			N/A	
57. Are sprinkler valves locked open?			N/A	
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?			X	
60. Are flat roofs free from standing water and debris?			X	
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?			X	
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	3	X		
66. Are No Idling signs posted (required by RSA 200:11a)?			X	

Exhibit 6. Autumn Hill State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	1		X		Playground only.
2	There is one clearly marked and designated entrance for visitors	0		X		No signs
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		Did not observe signs
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	1		X		There is parent drop-off
10	There is adequate lighting around the building.	1		X		Need more
11	Lighting is provided at entrances and other points of possible intrusion.	1		X		Need more
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0	X			
18	Parking lot is lighted properly and all lights are functioning	2	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		They are locked
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Open
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		Open
	b. Cafeteria	0		X		Open
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		Open
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			P/A
	b. Duty stations	3	X			P/A
	c. Re-locatable classrooms	3	X			P/A
	d. Staff and faculty outside building	3	X			P/A
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	0		X		Need vestibule.

B.W. ROBINSON STATE SCHOOL



Executive Summary

B.W. Robinson State School was constructed in 1980 and is located in Rolla, Missouri. In general, this facility has building components and systems that have reached or are beyond useful life such as asphalt, doors, flooring, electrical and fixture systems. Further, the portable building has multiple systems recommended for replacement at this time. A total of \$812,598 in deferred maintenance needs were identified.

Key Information

Address	300 LANNING LANE, ROLLA, MO 65401
----------------	-----------------------------------

Area	2
Year Constructed	1980
Age (Years)	44
Building Size (Sq. Ft.)	0
Site Size (Acres)	3
Est. Replacement Value	\$13,763,935

FRL % (FY23)	3%
1-Way Bus Ride (Avg)	47
1-Way Bus Ride (Max)	109
Maintenance Score	53%
Safety Security Score	74%
Educational Adequacy Score	54%

Capital Needs (5-Yr Age/Condition)	\$2,377,487
Condition Rank (out of 34)	33
FCI (5-Yr Age/Condition)	17.3%
Sq. Ft. Per Student	362

Enrollment (2024)	31
Capacity @ 90%	31.5
Open Seats	0.5
Utilization	98.4%

Exhibit 7. B.W. Robinson State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
5	1	0	0	1	1	5	35	31.5	2

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	FY24 Students	Utilization	Open Seats
5	1	0	0	0	2	31	98.4%	0.5

Support / Admin		
Office	Nurse	Kitchen
2	0	0

Enrollment			
FY21	FY22	FY23	FY24
40	31	33	31

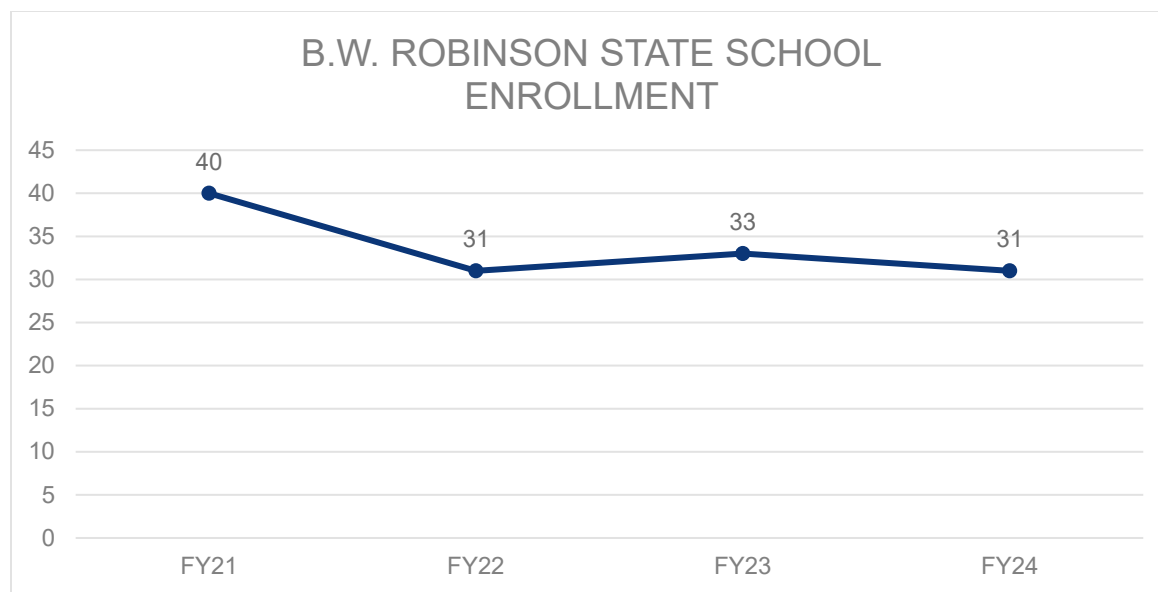


Exhibit 8. B.W. Robinson State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority 1	3	5	Grand Total
B.W. Robinson State School	\$ 30,663	\$ 762,379	\$ 19,556	\$ 812,598
Site				
Asphalt				
Parking Lot - Crack seal and repair pot holes.		\$ 139,299		\$ 139,299
Main (1980)				
Ext. Doors				
Replace exterior doors as the hardware is worn and the glass seals have failed; silicone caulking has been applied to extend the life of the doors.	\$ 30,663			\$ 30,663
Int. Door				
Interior doors should be replaced as they are worn and damaged.		\$ 65,185		\$ 65,185
Floor Finishes - Carpet				
Replace VCT in common area as it is cracked, worn, and damaged.		\$ 101,220		\$ 101,220
Sub-Panels				
Lighting fixtures are covered throughout the facility with fabric to reduce light levels. Install dimmers to allow for more control and to reduce wasted energy consumption.			\$ 19,556	\$ 19,556
Cabinetry and Countertops				
Cafeteria tables are original, worn, and outdated. Replace when funding is available.		\$ 61,013		\$ 61,013
Kitchen Equipment				
Dishwasher leaks and needs replaced.		\$ 29,563		\$ 29,563
CLASSROOM TRAILER (1995)				
Portables				
Portable - replace carpet, upgrade lights to dimmers, replace VCT Tiles, and repaint walls.		\$ 366,099		\$ 366,099
Grand Total	\$ 30,663	\$ 762,379	\$ 19,556	\$ 812,598

Exhibit 9. B.W. Robinson State School – Sample Photos

Classroom



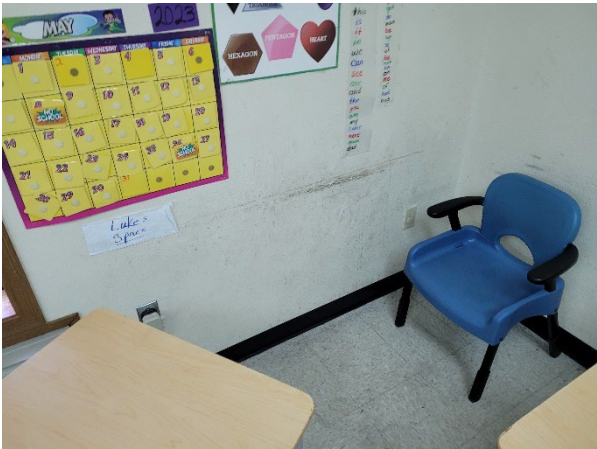
MPR Flooring



Carpet Flooring



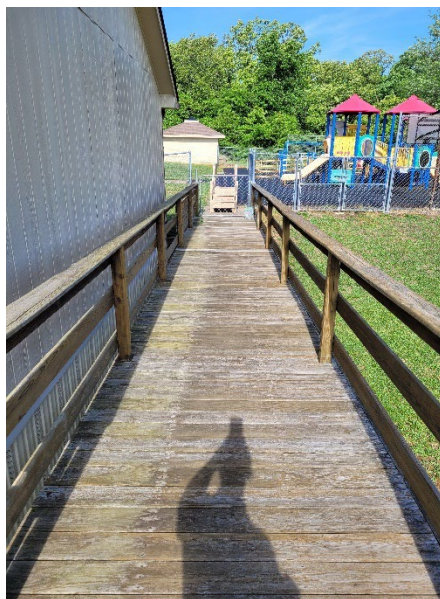
Wall Material



Exterior Door



Outdoor Walkway Ramp



Shingle Roof



Playground Fall Surface



Exhibit 10. B.W. Robinson State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		0 Portables may be slightly louder (2 classrooms in portables)
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			3
5	Are ceiling heights less than 10' in classrooms?		X		2 Portables felt slightly more compact
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?			X	0 Could not determine
8	Are materials non-toxic (air fresheners, smells, etc.)?			X	0 Could not determine
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3 Some beanbag chairs may not be as easy to clean
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			2 Some were older and looked broken
12	Are the lights LED?			X	0 Could not determine
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Spaces in classrooms and sensory room had to be converted for a student to be suctioned under COVID restrictions
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?		X		0 Play space available and lots of green space around to utilize
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			2 Security cameras in every room but not an alarm system
25	Are the windows non-wire framed?	X			0
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3 Visible in every room
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			0
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3 Using the space to the best of their ability and have the large TV displayed for use for communal events
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Private space for meetings for parents and storage for their belongings
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?		X		0
33	If there are stairs, are chair lifts available?		X		0
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?			X	0 Could not determine

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			2	Playground equipment seemed a little older - and the tile flooring had a lot of spacing in between, some seemed to be lifting
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			2	Parking lot appeared older
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Larger nursing space, could be utilized to create more privacy but the space was appropriate. Sensory room was converted to suctioning room for privacy
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	Cafeteria and gym space are shared
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?	X			2	Kitchen is used for functional skill development - meals are brought in by the district, but the school will cook with the district is not open since meals are not delivered on those days
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			2	Some cabinets and equipment is outdated in the kitchen space but clean and utilized
47	Are their dedicated rooms for OT/PT?		X		0	Services are delivered in the classroom or for PT in the larger gym/cafeteria space
48	Are sensory or respite rooms available?	X			3	Classrooms did create sensory spaces for students, sensory room had to be converted to a private space for suctioning for student due to COVID protocols, but it did exist, sensory spaces were moved into classrooms instead
49	Is a health center / nurse's office available in the school?	X			2	Good space but lacked privacy
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			2	Some classes had bathroom attached and other bathrooms were communal spaces, one bathroom did not have a door and there was one classroom that had a door but used a sheet to cover the space - assumed that it was because students need to be monitored in the classroom
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			1	One communal bathroom did not have a locking door, they made a velcro strip to close the bathroom door which was used for students
52	Are restrooms equipped with storage and supplies?	X			3	Storage was neatly stored and labeled for students
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			3	Not all rooms had changing tables, which was a positive, and classroom that did have them, made sure to have a privacy curtain to support student privacy and dignity
54	Is a shower available in the restrooms with a shower wand?	X			2	
55	Is entry accessible into the shower?	X			3	Walk-in shower space
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			3	Hoyer lifts were available throughout the building

Exhibit 11. B.W. Robinson State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	3	X		
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	1		X	Replace VDT. Cracked, worn.
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	0		X	
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	2		X	Auto ADA exterior doors are locked.
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	2	X		Yes in portables. No in main bldg due to ADA Door lock.
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?	1		X	Cracked VCT.
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	0		X	Seating.
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	0		X	Exterior door was unlocked.
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	1		X	Too much storage of stuff.
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	Did not observe any
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1		X	Not inspected monthly
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	2	X		Some fascia damage
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?				N/A
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 12. B.W. Robinson State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2		X		Playground only.
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	3	X			
4	Restricted areas are clearly marked	3	X			Poison sign on custodial.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	0		X		Kind of both.
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		NO. L.O.S.
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		All same.
21	Outside hardware has been removed from all doors except at points of entry.	0		X		Mech Room
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Open
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		Open
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		Open to admin.
	g. Boiler Room	3	X			Locks, no alarm
	h. Electrical Rooms	3	X			Locks, no alarm
	i. Phone line access closet				X	
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms	3	X			
	d. Staff and faculty outside building	3	X			
	e. Buses	0		X		Cell
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			Security alarm.
29	The main entrance is visible from the main office.	0		X		Close

BOONSLICK STATE SCHOOL



Executive Summary

Boonslick State School was constructed in 1977 and is located in St. Peters, Missouri. In general, this facility has many building components and systems that have reached or are beyond their useful life such as windows, doors, the hot water heater, HVAC system, and fire alarm system. Most notably in the building's deficiencies is the metal roof that leaks throughout the school, which was observed throughout various damaged ceiling tiles from water intrusion. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including a poor condition playground surface (asphalt and rubber tiles) and corroded and damaged fencing. A total of \$4,599,269 in deferred maintenance needs were identified.

Key Information

Address	321 KNAUST ROAD, ST. PETERS, MO 63376
----------------	---------------------------------------

Area	3
Year Constructed	1977
Age (Years)	47
Building Size (Sq. Ft.)	26,789
Site Size (Acres)	8
Est. Replacement Value	\$19,925,581

FRL % (FY23)	56%
1-Way Bus Ride (Avg)	39
1-Way Bus Ride (Max)	94
Maintenance Score	56%
Safety Security Score	69%
Educational Adequacy Score	62%

Capital Needs (5-Yr) Age/Condition	\$7,364,453
Condition Rank (out of 34)	5
FCI (5-Yr) Age/Condition	37.0%
Sq. Ft. Per Student	1,218

Enrollment (2024)	22
Capacity @ 90%	63
Open Seats	41
Utilization	34.9%

Exhibit 13. Boonslick State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
10	1	1	1	1	1	10	70	63	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	FY24 Students	Utilization	Open Seats
5	4	1	3	1	0	22	34.9%	41

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
17	17	19	22

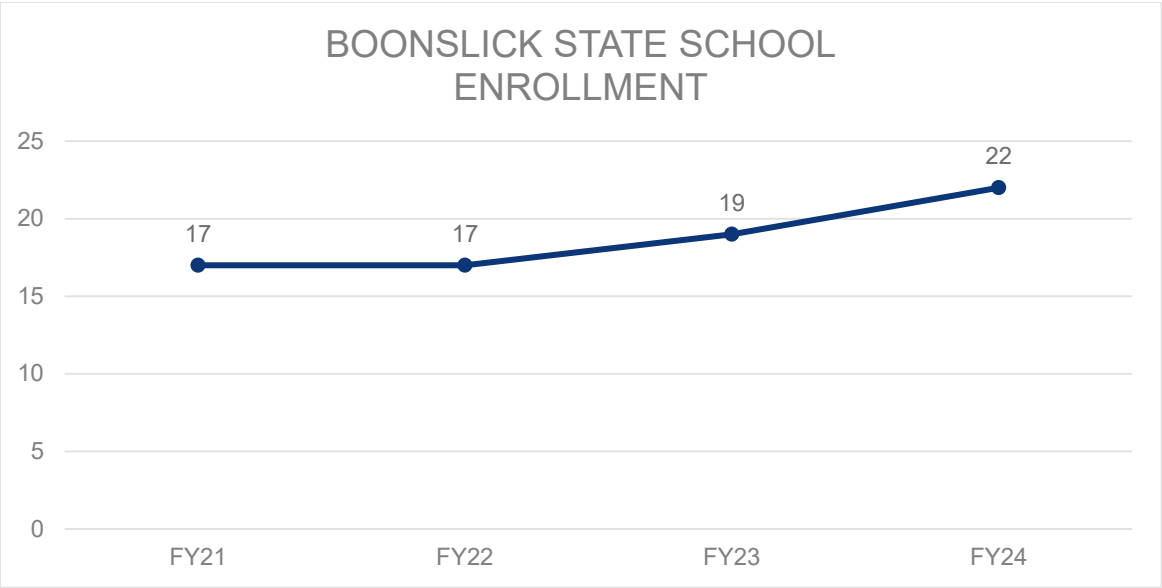


Exhibit 14. Boonslick State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority 1	2	3	4	Grand Total
Boonslick State School	\$ 1,419,389	\$ 1,745,800	\$ 1,046,434	\$ 387,645	\$ 4,599,269
Site					
Asphalt					
Replace playground asphalt. Cracked, failing.		\$ 248,063			\$ 248,063
Playground Fall Surface					
Replace rubber tiles. Peeling up & seperating.	\$ 60,638				\$ 60,638
Fences and Gates					
Replace fencing around playground. Bent, seperated, corroded.			\$ 689,063		\$ 689,063
Main (1977)					
Ext. Windows					
Windows are original, single pane, and are beyond useful life.		\$ 173,665			\$ 173,665
Fire Sprinkler					
Fire sprinkler system is lacking and has been grandfathered in. Install system when funding becomes available to protect the building and occupants.				\$ 387,645	\$ 387,645
Ext. Doors					
Exterior doors are original, wood construction, warped, and damaged.	\$ 86,833				\$ 86,833
Int. Door					
Replace interior doors, they are worn, damaged and beyond expected life.			\$ 184,593		\$ 184,593
Cabinetry and Countertops					
Cabinetry and countertops appear to be original (1977), upgrade when funding becomes available.			\$ 172,779		\$ 172,779
Roof					
Roofing is original, metal, leaks as indicated by CLG tile stains.	\$ 919,716				\$ 919,716
Water Dist. - Pipes					
Hot water heater should be replaced. Original from 1985. Backflow is burping.	\$ 252,080				\$ 252,080
Air Dist. Sys.					
Air handlers are worn and should be replaced within 5 years.		\$ 167,431			\$ 167,431
Exh. Vent. Sys.					
Exhaust fans are worn and should be replaced within 5 years.		\$ 16,743			\$ 16,743
Rooftop Unitary A/C – Cooling w/Gas Heat					
Kitchen MAU has reached life expectancy and should be replace within 5 years.		\$ 1,139,898			\$ 1,139,898
Fire Alarm					
The fire alarm system is beyond it's expected life, and should be upgraded.	\$ 100,123				\$ 100,123
Grand Total	\$ 1,419,389	\$ 1,745,800	\$ 1,046,434	\$ 387,645	\$ 4,599,269

Exhibit 15. Boonslick State School – Sample Photos

Playground Asphalt



Playground Rubber Tiles



Stained Ceiling Tiles / Roof Leaks



Exterior Doors



Playground Equipment



Hot Water Heater



Heating Hot Water Pumps



Flooring / Carpet



Exhibit 16. Boonslick State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		0
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			3
5	Are ceiling heights less than 10' in classrooms?		X		0
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?				0
8	Are materials non-toxic (air fresheners, smells, etc.)?				0
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X		3	0
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?			X	0
13	Is full-spectrum lighting available (kelvin)?			X	0
14	Is color-tunable lighting available?			X	0
15	Are lighting dimmers available?			X	0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		1
23	Does the front office have direct line of sight to the entry and parking lot?	X			1
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			0
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?		X		1
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			0
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?		X		0
33	If there are stairs, are chair lifts available?		X		0
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			2	Playground tiles are starting to lift, red bugs all over the equipment, and paved area surrounding had a lot of cracks and weeds all around - not in as good of shape as we have seen at other buildings.
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	However, science teacher created a makeshift space for science experiments
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			2	Great transition space and sensory stimulation, but wayfinding and signs not seen throughout the building
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Private nursing space which was the only building we have seen so far with this type of space that is truly conducive to nursing
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	Kitchen was spotless and the cafeteria was as well
43	Is there a separate space for a gym?	X			3	Clean and separate space for APE
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	Separate spaces for nursing, secretary, BA, related service providers, and IEP meetings
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	Separate kitchen space for students to learn to cook and also to grocery shop with shelves that had labeled items for students
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	Every room in the building had a bathroom and there were also public restrooms that were used and in very clean shape
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	All restrooms also appeared very clean
52	Are restrooms equipped with storage and supplies?	X			3	Classrooms also had additional closets to store items
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			3	Appeared neat and clean, however, need to better understand why students would be changed in the middle of the classroom which is something we do not feel is sanitary or preserves the dignity of the student. There were no coverings in the building of these changing stations which creates concerns that anyone can view
54	Is a shower available in the restrooms with a shower wand?	X			3	One tub in the school, was not a walking in shower, but it did have a wand
55	Is entry accessible into the shower?	X			2	Not a walk-in, was tub with shower wand only
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			3	

Exhibit 17. Boonslick State School – Maintenance Assessment

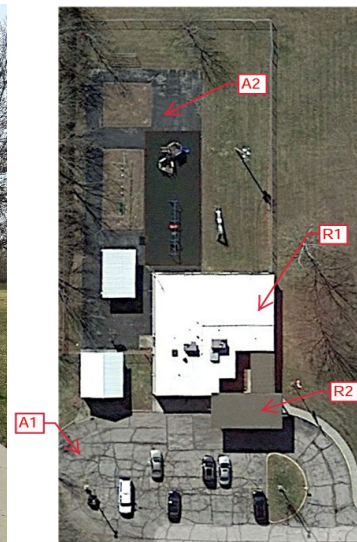
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	No sign
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	0		X	Locked. Will open if press button.
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		Must press exit button to get out.
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3	X		
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	2	X		"Glass Cleaner" written w/ marker
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	0		X	Floor is wet from backflow in CLG burping
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	None observed
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	1		X	Roof leaks
59. Is there any damage to skirting or siding?	3	X		Minor vinyl siding damage
60. Are flat roofs free from standing water and debris?	3	X		
61. Are building ceilings and walls free of active roof leaks?	2		X	Minor stains
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	3	X		
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 18. Boonslick State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2		X		Playground only
2	There is one clearly marked and designated entrance for visitors	3	X			Not marked. Is clear.
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	3	X			Mech
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	1		X		All same
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		Same
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.				X	Fixed
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Open
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		Open
	b. Cafeteria	0		X		Open
	c. Computer Labs				X	Open
	d. Industrial Arts rooms				X	Open
	e. Science labs				X	Open
	f. Nurses Office	0		X		Open
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet				X	
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms	3	X			
	d. Staff and faculty outside building	0		X		Not on playground
	e. Buses	0		X		Cell
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	3	X			

BRIARWOOD STATE SCHOOL



Executive Summary

Briarwood State School was constructed in 1978 and is located in Harrisonville, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life, such as windows, doors, flooring, and plumbing fixtures. Further, exterior site items such as playground equipment and site lighting are recommended for replacement at this time. A total of \$244,921 in deferred maintenance needs were identified.

Key Information

Address	1801 SOUTH JAMES STREET, HARRISONVILLE, MO 64701
----------------	--

Area	1
Year Constructed	1978
Age (Years)	46
Building Size (Sq. Ft.)	3,468
Site Size (Acres)	2
Est. Replacement Value	\$2,696,534

FRL % (FY23)	0%
1-Way Bus Ride (Avg)	44
1-Way Bus Ride (Max)	81
Maintenance Score	90%
Safety Security Score	60%
Educational Adequacy Score	51%

Capital Needs (5-Yr)	
Age/Condition	\$668,177
Condition Rank (out of 34)	22
FCI (5-Yr) Age/Condition	24.8%
Sq. Ft. Per Student	CLOSED

Enrollment (2024)	0
Capacity @ 90%	18.9
Open Seats	18.9
Utilization	0.0%

Exhibit 19. Briarwood State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
3	0	0	0	0	0	3	21	18.9	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	FY24 Students	Utilization	Open Seats
0	0	0	0	0	0	10	52.9%	8.9

Support / Admin		
Office	Nurse	Kitchen
1	0	0

Enrollment			
FY21	FY22	FY23	FY24
15	12	14	0

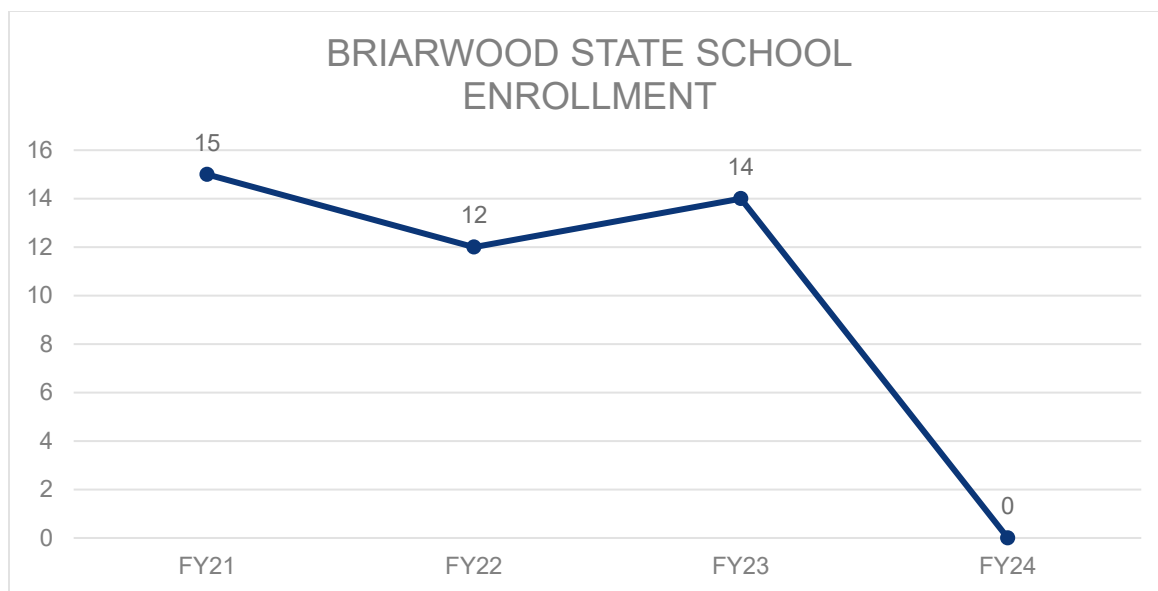


Exhibit 20. Briarwood State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	Grand Total
Briarwood State School		\$ 22,482	\$ 103,004	\$ 119,435	\$ 244,921
Site					
Playground Equipment					
The Playground Equipment is worn, damaged and failing.				\$ 57,222	\$ 57,222
Site Lighting					
The Site Lighting is Beyond Expected Life but appears functional. Upgrade to LED.				\$ 13,781	\$ 13,781
Main (1978)					
Ext. Windows					
The Exterior Windows have broken seals, are fogged and failing.	\$ 22,482				\$ 22,482
Ext. Doors					
The Exterior Doors are corroded, worn and degraded.		\$ 11,241			\$ 11,241
Int. Door					
The Interior Doors are damaged and scratched.				\$ 23,897	\$ 23,897
Floor Finishes - Carpet					
The Carpet and VCT are worn, stained and damaged. Beyond Expected Life.		\$ 37,107			\$ 37,107
Cabinetry and Countertops					
The Cabinets and Counters are degraded, damaged and Beyond Expected Life.				\$ 22,367	\$ 22,367
Wall Finishes					
The Walls (paint) are dirty, damaged and grungy. Beyond Expected Life.		\$ 22,023			\$ 22,023
Plumbing Fixt.					
The Plumbing Fixtures are corroded and worn with poor functionality.		\$ 32,633			\$ 32,633
Emergency Lighting					
The Emergency Lighting is Beyond Expected Life.				\$ 2,168	\$ 2,168
Grand Total	\$ 22,482	\$ 103,004	\$ 119,435	\$ 244,921	

Exhibit 21. Briarwood State School – Sample Photos

Roofing System



HVAC Unit



Playground



Flooring Systems



Windows



Ceiling System



Interior Door



Interior Finishes



Exhibit 22. Briarwood State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			1 Small Building in tough shape.
5	Are ceiling heights less than 10' in classrooms?	X			1 9 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			2
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		X		0
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			2
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Playground only
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		1 Parking Lot only
24	Is the building equipped with security cameras and alarm systems?	X			2 Cameras only
25	Are the windows non-wire framed?		X		0 Some Wire Framed
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?		X		0
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0 None observed
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0 None observed

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			1	
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?		X		0	
49	Is a health center / nurse's office available in the school?	X			1	Small
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?		X		0	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			2	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	(1) in each Restroom!
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			1	Mobile

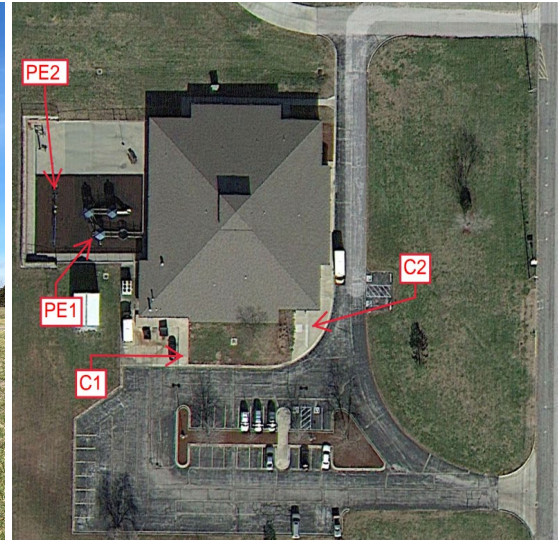
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X	3	
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed.
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	0		X	School was left with stuff everywhere
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	1	X		None observed.
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	X		Inspection Tag is out of date
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?	3	X		
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?				N/A
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 24. Briarwood State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground Only
2	There is one clearly marked and designated entrance for visitors	0		X		None observed.
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed.
4	Restricted areas are clearly marked	0		X		None observed.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	1		X		Seals are broken.
	b. locking hardware is in working order.	0		X		Hardware
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	0		X		

CEDAR RIDGE STATE SCHOOL



Executive Summary

Cedar Ridge State School was constructed in 1987 and is located in Nevada, Missouri. In general, this facility has many building components and systems that have reached or are beyond useful life such as main water line, fire alarm, intercom system, carpet, equipment and more. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Further, the exterior items were noted a deficient including poor condition asphalt parking, playground, and site lighting systems. A total of \$1,592,383 in deferred maintenance needs were identified.

Key Information

Address 901 NORTH OLIVE STREET, NEVADA, MO 64772

Area	2
Year Constructed	1987
Age (Years)	37
Building Size (Sq. Ft.)	18,011
Site Size (Acres)	6
Est. Replacement Value	\$13,070,297

FRL % (FY23)	0%
1-Way Bus Ride (Avg)	54
1-Way Bus Ride (Max)	94
Maintenance Score	68%
Safety Security Score	68%
Educational Adequacy Score	80%

Capital Needs (5-Yr Age/Condition)	\$2,978,601
Condition Rank (out of 34)	30
FCI (5-Yr Age/Condition)	22.8%
Sq. Ft. Per Student	819

Enrollment (2024)	22
Capacity @ 90%	44.1
Open Seats	22.1
Utilization	49.9%

Exhibit 25. Cedar Ridge State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
7	1	1	0	1	1	7	49	44.1	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	FY24 Students	Utilization	Open Seats
3	1	1	4	0	0	22	49.9%	22.1

Support / Admin		
Office	Nurse	Kitchen
2	1	1

Enrollment			
FY21	FY22	FY23	FY24
15	19	20	22

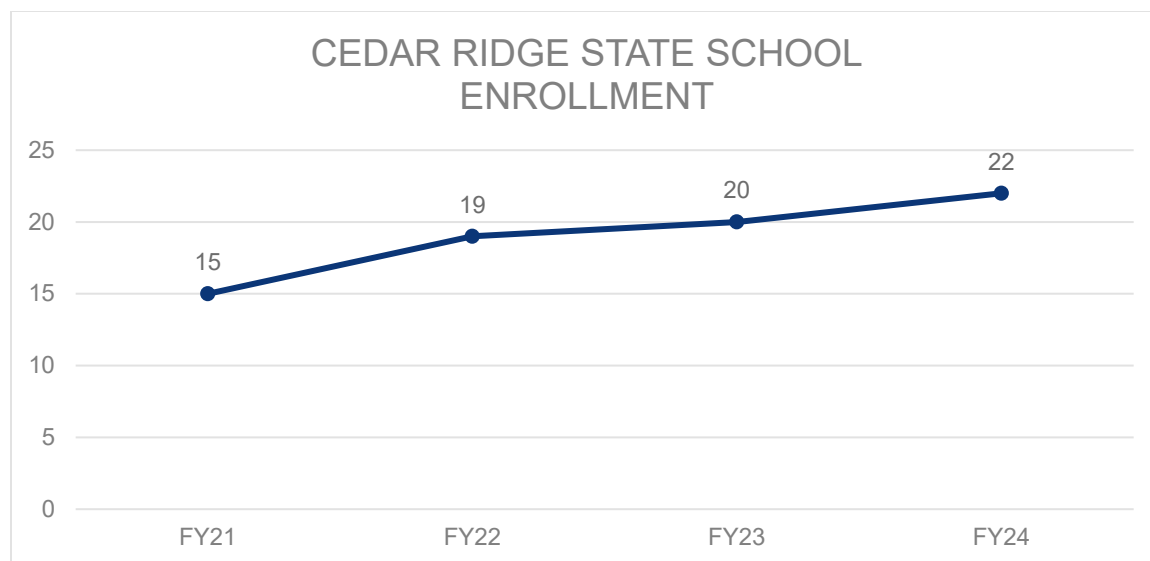


Exhibit 26. Cedar Ridge State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	5	Grand Total
Cedar Ridge State School		\$ 139,339	\$ 713,408	\$ 437,668	\$ 260,625	\$ 41,344	\$ 1,592,383
Site							
Asphalt							
The Parking Lots have cracks and potholes, and asphalt should be replaced.			\$ 456,981				\$ 456,981
Playground Equipment							
PE1: The Playground Equipment is worn but functional.				\$ 123,826			\$ 123,826
Site Lighting							
There are no lights in the Parking Lot. Add lights.						\$ 41,344	\$ 41,344
Water Main							
The Water Supply is Orange water; need to replace Main Line from the street.		\$ 34,791					\$ 34,791
Fire (1987)							
Fire Sprinkler							
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 260,625		\$ 260,625
Intercom							
There is no Intercom System in place; need to upgrade.		\$ 37,232					\$ 37,232
Int. Door							
The Interior Doors are damaged, scratched and peeling.				\$ 124,107			\$ 124,107
Floor Finishes - Carpet							
The Epoxy in the Kitchen and Nurse's Restroom is stained and cracked.			\$ 192,713				\$ 192,713
Kitchen Equipment							
The Dishwasher is constantly failing per Staff and needs to be replaced.			\$ 56,284				\$ 56,284
Fire Alarm							
Install STARLINK for Call Monitoring in the event of a fire.		\$ 67,316					\$ 67,316
Technology							
The WiFi has very weak signal per staff.			\$ 7,430				\$ 7,430
Ceiling Finishes							
The Ceiling Tiles (ACT) are sagging, beyond life, and worn.				\$ 189,735			\$ 189,735
Grand Total		\$ 139,339	\$ 713,408	\$ 437,668	\$ 260,625	\$ 41,344	\$ 1,592,383

Exhibit 27. Cedar Ridge State School – Sample Photos

Asphalt Parking Lot/Road



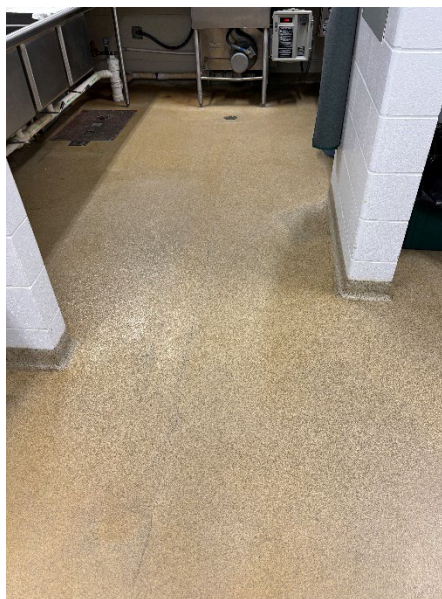
Lighting



Interior Doors



Epoxy Flooring



Boilers



Exterior Doors



Playground



Flooring



Exhibit 28. Cedar Ridge State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			3 Nice building
5	Are ceiling heights less than 10' in classrooms?	X			2 9 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			2 Playground
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Playground only, but No Classroom Exterior Doors
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?	X			2
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			2 Some wire framed
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			1 Conference room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	Sensory Room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			3	
54	Is a shower available in the restrooms with a shower wand?	X			1	Nurse's Office only
55	Is entry accessible into the shower?	X			3	Nurse's Office
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			1	Mobile unit.

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	2	X		Bell on Front Door
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?				N/A
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	0		X	Block Wall
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	1		X	Some spray bottles unlabeled.
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	2	X		Boiler Condensate needs better routing
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	2	X		Expoxy is stained
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	2	X		Inspection Tag out of Dates
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 30. Cedar Ridge State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground only
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	2	X			Small sign.
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	3	X			
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	3	X			

CITADEL STATE SCHOOL



Executive Summary

Citadel State School was constructed in 1980 and is located in Potosi, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, security alarm, fire alarm, HVAC, and plumbing fixture systems. Further, exterior items were noted as deficient including poor condition playground fall surface, playground equipment, and security fencing systems. A total of \$238,995 in deferred maintenance needs were identified.

Key Information

Address 400 SOUTH MINE STREET, POTOSI, MO 63664

Area	3
Year Constructed	1980
Age (Years)	44
Building Size (Sq. Ft.)	2,958
Site Size (Acres)	2
Est. Replacement Value	\$2,199,964

FRL % (FY23)	0%
1-Way Bus Ride (Avg)	31
1-Way Bus Ride (Max)	70
Maintenance Score	86%
Safety Security Score	59%
Educational Adequacy Score	52%

Capital Needs (5-Yr)	
Age/Condition	\$553,583
Condition Rank (out of 34)	21
FCI (5-Yr) Age/Condition	25.2%
Sq. Ft. Per Student	740

Enrollment (2024)	4
Capacity @ 90%	12.6
Open Seats	8.6
Utilization	31.7%

Exhibit 31. Citadel State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
2	0	0	0	0	0	2	14	12.6	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
2	0	0	0	0	0	4	31.7%	8.6

Support / Admin		
Office	Nurse	Kitchen
1	0	0

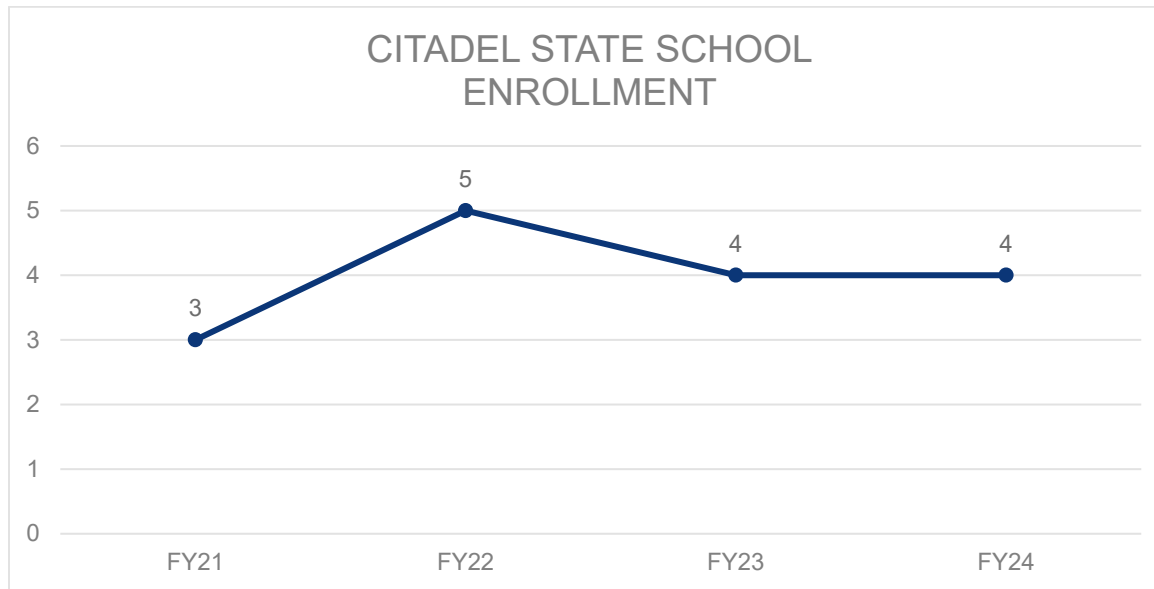


Exhibit 32. Citadel State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority 1	2	3	Grand Total
Citadel State School	\$ 28,535	\$18,390	\$192,069	\$ 238,995
Site				
Playground Fall Surface				
PE1: Rubber tiles are failing and should be replaced with PIP rubber.	\$ 11,210			\$ 11,210
PE2: Rubber tiles are failing and should be replaced with PIP rubber.	\$ 11,210			\$ 11,210
Fences and Gates				
Fencing needs upgraded from 4' to 6' tall to prevent children from jumping over.			\$ 8,992	\$ 8,992
Playground Equipment				
PE1: Playground equipment is worn.			\$ 40,673	\$ 40,673
PE2: Swings are in okay shape.			\$ 40,673	\$ 40,673
Main (1980)				
Intercom				
Intercom system does not exist. Recommend installing.	\$ 6,115			\$ 6,115
Security alarm system does not exist. Recommend installing.		\$ 6,115		\$ 6,115
Cabinetry and Countertops				
Cabinets and countertops are worn and degraded.			\$ 19,078	\$ 19,078
Exh. Vent. Sys.				
Exhaust fans are functional, yet beyond life.			\$ 1,849	\$ 1,849
Fire Alarm				
The fire alarm system is original, beyond it's expected life, and should be upgraded.		\$ 11,055		\$ 11,055
Plumbing Fixt.				
Plumbing fixtures are corroded and worn.			\$ 27,834	\$ 27,834
Technology				
Wifi is hit or miss per staff with buffering occurring frequently.		\$ 1,220		\$ 1,220
Heat Gen. Sys.				
Furnace is beyond life and worn.			\$ 18,488	\$ 18,488
Cool Gen. Sys.				
Condensing units are beyond life and worn.			\$ 18,488	\$ 18,488
HVAC Control				
Thermostats should be replaced with the furnaces.			\$ 15,996	\$ 15,996
Grand Total	\$ 28,535	\$18,390	\$192,069	\$ 238,995

Exhibit 33. Citadel State School – Sample Photos

Front Entrance



Flooring



Hot Water Heater



Furnishing and Equipment



Parking Entry



Playground



Playground Fall Surface



HVAC Units



Exhibit 34. Citadel State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	COMMENTS
1	Is excessive interior or exterior noise present?		x		3
2	Are absorptive panels located on interior walls?	x			2 Hallways
3	Is HVAC noise excessive?		x		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	COMMENTS
4	Does the environment feel home-like?		x		0 Disorderly
5	Are ceiling heights less than 10' in classrooms?	x			2 9'
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	x			3
7	Are materials non-glaring?	x			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	x			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	x			3
	LIGHTING	YES	NO	N/A	COMMENTS
10	Is natural light available?	x			3
11	Are blinds available to limit natural light and glare?	x			3
12	Are the lights LED?	x			3
13	Is full-spectrum lighting available (kelvin)?		x		0
14	Is color-tunable lighting available?		x		0
15	Are lighting dimmers available?		x		0
	SENSORY STIMULATION	YES	NO	N/A	COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		x		0
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	COMMENTS
17	Is natural lighting available?	x			2
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	x			2
19	Are areas for outdoor learning available?	x			2
	BUILDING SECURITY	YES	NO	N/A	COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	x			2 4' fence
21	Are alarms installed side and rear exterior doors?		x		0
22	Does the front entrance have a secured vestibule?		x		0
23	Does the front office have direct line of sight to the entry and parking lot?	x			3
24	Is the building equipped with security cameras and alarm systems?	x			2 Cameras only
25	Are the windows non-wire framed?	x			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	x			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	x			3
	COMMUNAL AREAS	YES	NO	N/A	COMMENTS
28	Are communal areas available for social interaction within the school?		x		0
	PARENT AREAS	YES	NO	N/A	COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		x		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	x			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	x			3
	ELEVATORS	YES	NO	N/A	COMMENTS
32	If the building has multiple floors, are elevators available?			x	
33	If there are stairs, are chair lifts available?			x	
	WAYFINDING	YES	NO	N/A	COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		x		0
35	Does signage include brail?		x		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		x		0

	OUTDOOR SPACE	YES	NO	N/A		COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	x			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		x		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		x		0	
40	Is there adequate bus/van drop-off zones?	x			3	
	PRIVACY	YES	NO	N/A		COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		x		1	Office
	SPACES	YES	NO	N/A		COMMENTS
42	Is there a separate space for a cafeteria?		x		0	
43	Is there a separate space for a gym?		x		0	
44	Is there a separate space for a kitchen?		x		0	
45	Is there a separate space for administration offices?	x			1	Very small
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	x			1	Limited
47	Are their dedicated rooms for OT/PT?		x		0	
48	Are sensory or respite rooms available?		x		0	
49	Is a health center / nurse's office available in the school?		x		1	Shares with BA office
	RESTROOMS	YES	NO	N/A		COMMENTS
50	Are restrooms close in proximity to the classrooms?		x		1	In hallway
51	Are restrooms sized to accommodate equipment and personnel assistance?	x			3	
52	Are restrooms equipped with storage and supplies?	x			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	x			1	Not adjustable
54	Is a shower available in the restrooms with a shower wand?	x			3	
55	Is entry accessible into the shower?	x			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	x			2	

Exhibit 35. Citadel State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES		YES	NO	COMMENTS
1. Is the entrance well lit?	3	x		
2. Are floor mats provided on the inside of all entrances?	3	x		
3. Are floor mats maintained to prevent tripping?	3	x		
4. Are steps in good condition with no broken or loose steps?				
5. Is a handrail installed and is it firmly attached?				
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		x	
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	x		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	x		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	x		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	x		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	x		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	x		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	x		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				NA
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				
17. Are handrails installed securely and in good condition?				
18. Are emergency lights and exit signs in good working order?				
19. Are landings free of storage materials?				
20. Is storage allowed under the stairs?				
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	x		
22. Do all exit doors open outwards with the path of egress?	3	x		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	x		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	x		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	x		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		x	
27. Are closets and storage rooms clean and orderly?	1		x	Messy items on floor.
28. Are fire escape route plans accurate and in plain sight?	3	x		
29. Is adequate aisle space provided for a quick exit of students?	3	x		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?				NA
31. Is the floor in good condition?				
32. Are all exits properly marked and maintained?				
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				
34. Are locker rooms and shower facilities kept clean and free of standing water?				
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				NA
36. Are the stairs leading to the stage provided with a handrail?				
37. Are backstage areas lighted sufficiently to prevent slips and falls?				
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		x	All open - safety concerns (i.e. chemicals)
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	x		
40. Are items stored neat and orderly?	3	x		
41. Are the floors free of standing water or liquids?	0		x	Chemical spills on floor

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	0		x	Open
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	x		
44. Are the floors free of standing water or liquids?	3			
45. Are electrical panels and breaker boxes clear of obstructions?	3			
46. Are electrical boxes, switches and receptacles covered?	3			
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3			
48. Are hazardous materials containers labeled?	3			
49. Are eyewash/emergency shower available and functional?				NA
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3			
51. Is the restroom well lit?	3			
52. Are the restrooms maintained clean and sanitary?	1			Disorderly. No soap in box.
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	x		Inspection tag out of date
54. Are sprinkler system functional/inspected/documented?				NA
55. Are smoke/heat detectors functional and inspected?	3	x		
56. Is there a minimum 18" clearance below sprinkler heads?				NA
57. Are sprinkler valves locked open?				NA
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	x		
59. Is there any damage to skirting or siding?	3		x	
60. Are flat roofs free from standing water and debris?				NA
61. Are building ceilings and walls free of active roof leaks?	3	x		
62. Are roofs checked often?	3	x		
63. Are roofs checked for snow/water loads?	3	x		
64. Are wooden trusses checked?	3	x		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	0		x	
66. Are No Idling signs posted (required by RSA 200:11a)?				NA

Exhibit 36. Citadel State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	x			Playground
2	There is one clearly marked and designated entrance for visitors	3	x			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		x		None observed
4	Restricted areas are clearly marked	0		x		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	x			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	x			
7	Bus loading and drop-off zones are clearly defined.	3	x			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	x			
	b. Locks/Hardware	3	x			
	c. Storage Sheds				x	
	d. Windows	3	x			
	e. Other exterior buildings				x	
9	Parent drop-off and pick-up area is clearly defined.	3	x			
10	There is adequate lighting around the building.	3	x			
11	Lighting is provided at entrances and other points of possible intrusion.	3	x			
12	The school ground is free from trash or debris.	3	x			
13	The school is free of graffiti.	3	x			
14	Play areas are fenced.	3	x			
15	Playground equipment has tamper-proof fasteners	3	x			
16	Visual surveillance of bicycle racks from main office is possible.				x	
17	Visual surveillance of parking lots from main office is possible	3	x			
18	Parking lot is lighted properly and all lights are functioning	3	x			
19	Accessible lenses are protected by some unbreakable material	3	x			
20	Staff and visitor parking has been designated	0		x		
21	Outside hardware has been removed from all doors except at points of entry.	0		x		
22	Ground floor windows:					
	a. have no broken panes;	3	x			
	b. locking hardware is in working order.	3	x			
23	Basement windows are protected with grill or well cover.					
24	Doors are locked when classrooms are vacant.	0		x		Open
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		x		
	b. Cafeteria					
	c. Computer Labs					
	d. Industrial Arts rooms					
	e. Science labs					
	f. Nurses Office					
	g. Boiler Room	0		x		
	h. Electrical Rooms	0		x		
	i. Phone line access closet	0		x		
26	Unused areas of the school can be closed off during after school activities.	0		x		
27	There is two-way communication between the main office and:					
	a. Classroom	0		x		
	b. Duty stations	0		x		
	c. Re-locatable classrooms				x	
	d. Staff and faculty outside building	0		x		
	e. Buses	0		x		
28	There is a central alarm system in the school. If yes, briefly describe:	0		x		
29	The main entrance is visible from the main office.	3	x			

COLLEGE VIEW STATE SCHOOL



Executive Summary

College View State School was constructed in 1975 and is located in Joplin, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, flooring, windows, plumbing fixtures, and doors. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including a poor condition playground fall surface, playground equipment, concrete walkways, and asphalt parking lots. A total of \$2,472,288 in deferred maintenance needs were identified.

Key Information

Address 1101 NORTH GOETZ BLVD., JOPLIN, MO 64801

Area	2
Year Constructed	1975
Age (Years)	49
Building Size (Sq. Ft.)	24,200
Site Size (Acres)	14
Est. Replacement Value	\$16,832,664

FRL % (FY23)	80%
1-Way Bus Ride (Avg)	29
1-Way Bus Ride (Max)	58
Maintenance Score	71%
Safety Security Score	60%
Educational Adequacy Score	77%

Capital Needs (5-Yr)	
Age/Condition	\$5,002,555
Condition Rank (out of 34)	11
FCI (5-Yr) Age/Condition	29.7%
Sq. Ft. Per Student	3,457

Enrollment (2024)	7
Capacity @ 90%	63
Open Seats	56
Utilization	11.1%

Exhibit 37. College View State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
10	1	2	1	1	1	10	70	63	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
2	2	2	2	7	0	7	11.1%	56

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
12	11	11	7

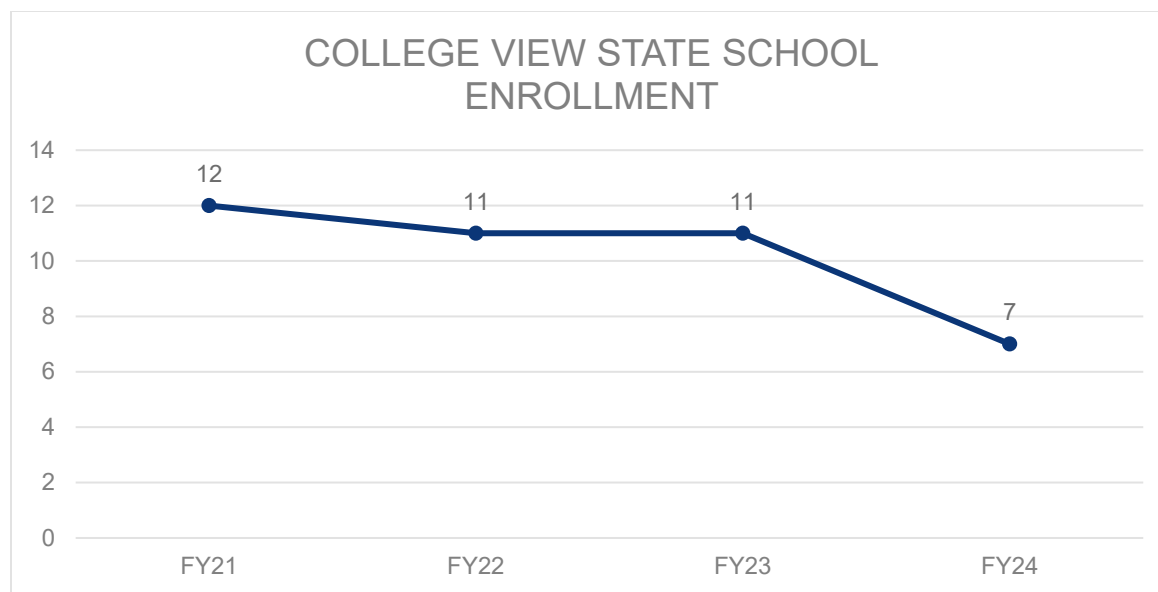


Exhibit 38. College View State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	5	Grand Total
College View State School		\$ 435,589	\$1,031,684	\$632,425	\$350,182	\$22,408	\$2,472,288
Site							
Asphalt							
A1: The Parking Lot has cracks and potholes.				\$ 52,428			\$ 52,428
A2: The Parking Lot (Side Asphalt Pad) has failed and is cracking.				\$ 11,547			\$ 11,547
A3: The Play Yard Asphalt has failed and is cracking. Replace with PIP Rubber.	\$ 34,915						\$ 34,915
Playground Fall Surface							
PS2: The Playground Fall Surface (rubber tiles) are a fall hazard, and should be replaced.	\$ 91,714						\$ 91,714
Playground Equipment							
PE2: The Playground Equipment (swings) are worn and faded.			\$ 166,375				\$ 166,375
Concrete							
Add sidewalks from Exterior Doors to the Parking Lot.						\$ 22,408	\$ 22,408
Main (1975)							
Ext. Windows							
The Exterior Windows are drafty, worn and Beyond Expected Life.			\$ 156,881				\$ 156,881
Fire Sprinkler							
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.				\$ 350,182			\$ 350,182
Intercom							
There is no intercom available.	\$ 50,026						\$ 50,026
Ext. Doors							
The Exterior Sliding Doors are drafty, worn and Beyond Expected Life.			\$ 78,441				\$ 78,441
Int. Door							
The Interior Doors are scratched, damaged and Beyond Expected Life.			\$ 166,753				\$ 166,753
Floor Finishes - Carpet							
The Epoxy is dirty in Restrooms and Kitchen.	\$ 258,934						\$ 258,934
The VCT and Carpet are worn.		\$ 258,934					\$ 258,934
Cabinetry and Countertops							
Cabinets and Counters are worn and Beyond Expected Life.		\$ 156,081					\$ 156,081
Water Dist. - Pipes							
The Hot Water Heater is functional but Beyond Expected Life.		\$ 227,718					\$ 227,718
Air Dist. Sys.							
The Air Handling Units have worn bearings and are Beyond Expected Life.		\$ 151,250					\$ 151,250
Plumbing Fxt.							
The Plumbing Fixtures are corroded and worn.		\$ 227,718					\$ 227,718
Technology							
The WiFi is horrible per the Staff.		\$ 9,983					\$ 9,983
Grand Total		\$ 435,589	\$1,031,684	\$632,425	\$350,182	\$22,408	\$2,472,288

Exhibit 39. College View State School – Sample Photos

Asphalt Parking



Front Entrance



Concrete Walkway



Site Fencing



Hallway Flooring



Classroom



Interior Door



Plumbing Fixture & Counter Top



Exhibit 40. College View State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		0
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Playground only.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			2 Custodial is open.
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Conference room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			1	Sensory room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			2	No Bed.
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	Sensory room
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	In Classrooms.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	In each main Restroom. It is small.
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			1	Mobile unit.

Exhibit 41. College View State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	3		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3		X	Some exit to Flower Beds.
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		X	Unlocked
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	X		Inspection Tag Outdated.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 42. College View State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2				Playground only
2	There is one clearly marked and designated entrance for visitors	0		X		None Observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		Small sign on door.
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Open
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet				X	
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	0		X		

CURRENT RIVER STATE SCHOOL



Executive Summary

Current River State School was constructed in 1980 and is located in Doniphan, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, security, interior doors, plumbing fixtures, and cabinetry systems. Further, exterior items were notes as deficient including playground equipment and storm sewer systems. A total of \$140,414 in deferred maintenance needs were identified.

Key Information

Address	700 APRICOT STREET, DONIPHAN, MO 63935
----------------	--

Area	2	FRL % (FY23)	0%
Year Constructed	1980	1-Way Bus Ride (Avg)	56
Age (Years)	44	1-Way Bus Ride (Max)	115
Building Size (Sq. Ft.)	3,394	Maintenance Score	68%
Site Size (Acres)	1	Safety Security Score	54%
Est. Replacement Value	\$2,519,416	Educational Adequacy Score	40%

Capital Needs (5-Yr) Age/Condition	\$140,414	Enrollment (2024)	13
Condition Rank (out of 34)	17	Capacity @ 90%	18.9
FCI (5-Yr) Age/Condition	27.1%	Open Seats	5.9
Sq. Ft. Per Student	261	Utilization	68.8%

Exhibit 43. Current River State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
3	0	0	0	0	0	3	21	18.9	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
3	0	0	0	0	0	13	68.8%	5.9

Support / Admin		
Office	Nurse	Kitchen
2	0	0

Enrollment			
FY21	FY22	FY23	FY24
8	7	8	13

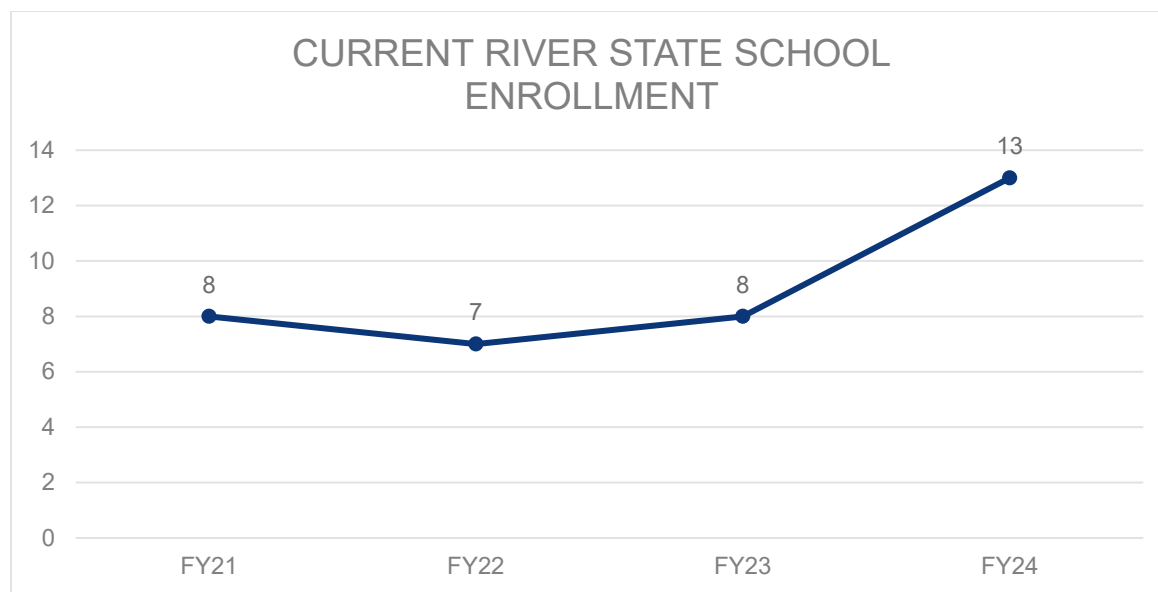


Exhibit 44. Current River State School – Deferred Maintenance / Capital Needs












Capital Need by School - Priority 	Priority 1	3	5	Grand Total
 Current River State School	\$ 14,032	\$101,948	\$24,435	\$ 140,414
 Site				
 Playground Equipment				
PE1: The Playground Equipment is sun faded, worn, and Beyond Expected Life.		\$ 23,334		\$ 23,334
 Storm Sewer Main				
Add an Area Drain (for stormwater) at the Bus Drop Off area.			\$ 24,435	\$ 24,435
 Main (1980)				
 Intercom				
There is no Intercom System but is needed.	\$ 7,016			\$ 7,016
There is no Security Alarm System but is needed.	\$ 7,016			\$ 7,016
 Int. Door				
The Interior Doors are scratched and damaged.		\$ 23,387		\$ 23,387
 Cabinetry and Countertops				
Cabinets and Counters are worn and damaged.		\$ 21,890		\$ 21,890
 Plumbing Fixt.				
The Plumbing Fixtures are worn and corroded, and Beyond Expected Life.		\$ 31,937		\$ 31,937
 Technology				
The WiFi is "hit or miss" per Staff.		\$ 1,400		\$ 1,400
Grand Total	\$ 14,032	\$101,948	\$24,435	\$ 140,414

Exhibit 45. Current River State School – Sample Photos

Interior Door



Wallboard Cracks



Water Heater



Furnishing and Fixtures



HVAC Units



Playground



Exterior Material and Shade Structure



Windows

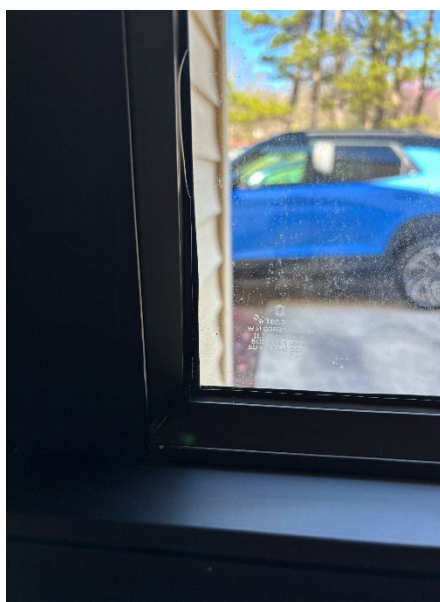


Exhibit 46. Current River State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?		X		0
5	Are ceiling heights less than 10' in classrooms?	X			2 9 feet
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?		X		0
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		X		0
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			2 Small windows.
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			1 Small site and windows.
19	Are areas for outdoor learning available?		X		0
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		1 Once Classroom of 3, and Playground. Two Classrooms Exit on street.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			2 Entry only.
24	Is the building equipped with security cameras and alarm systems?		X		1 Cameras only.
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?		X		0
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?			X	Not needed per Staff.
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0 None observed.
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0 None observed.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?		X		0	Very tight.
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		X		0	Restrooms only.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			1	Very small.
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			1	Minimal.
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?		X		0	
49	Is a health center / nurse's office available in the school?		X		0	In the men's restroom.
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			1	None in the Classrooms.
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			1	Not adjustable.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?			X		Not needed per Staff.

Exhibit 47. Current River State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	2	X		Degraded. Need upgraded.
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed.
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	1	X		Very small storage room.
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	X		Inspection Tag outdated in closet
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 48. Current River State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	1	X			Playground & 1 of 3 CRs.
2	There is one clearly marked and designated entrance for visitors	0		X		None observed.
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed.
4	Restricted areas are clearly marked	0		X		None observed.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	1		X		Around side of Bldg.
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	0		X		Bldg. mounted lights only.
10	There is adequate lighting around the building.	1		X		Bldg. mounted lights only.
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	1		X		Bldg. mounted lights only.
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	3	X			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office				X	
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet				X	
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	3	X			

DALE M THOMPSON (TRAILS WEST) STATE SCHOOL



Executive Summary

Dale M Thompson State School, also known as Trails West, was constructed in 1979 and is located in Kansas City, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, cabinetry, doors, flooring, plumbing fixtures, and electrical systems. Further, exterior items were noted as deficient including asphalt surfaces, concrete walkways, exterior doors, exterior windows, and playground systems. A total of \$4,091,386 in deferred maintenance needs were identified.

Key Information

Address	4800 GRANDVIEW ROAD, KANSAS CITY, MO 64137		
Area	1	FRL % (FY23)	10%
Year Constructed	1979	1-Way Bus Ride (Avg)	34
Age (Years)	45	1-Way Bus Ride (Max)	74
Building Size (Sq. Ft.)	32,777	Maintenance Score	79%
Site Size (Acres)	11	Safety Security Score	75%
Est. Replacement Value	\$22,992,637	Educational Adequacy Score	81%
Capital Needs (5-Yr Age/Condition)	\$6,622,222	Enrollment (2024)	35
Condition Rank (out of 34)	14	Capacity @ 90%	94.5
FCI (5-Yr) Age/Condition	28.8%	Open Seats	59.5
Sq. Ft. Per Student	936	Utilization	37.0%

Exhibit 49. Dale M Thompson (Trails West) State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
15	1	1	1	1	1	15	105	94.5	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
10	3	1	3	3	0	35	37.0%	59.5

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
34	28	24	35

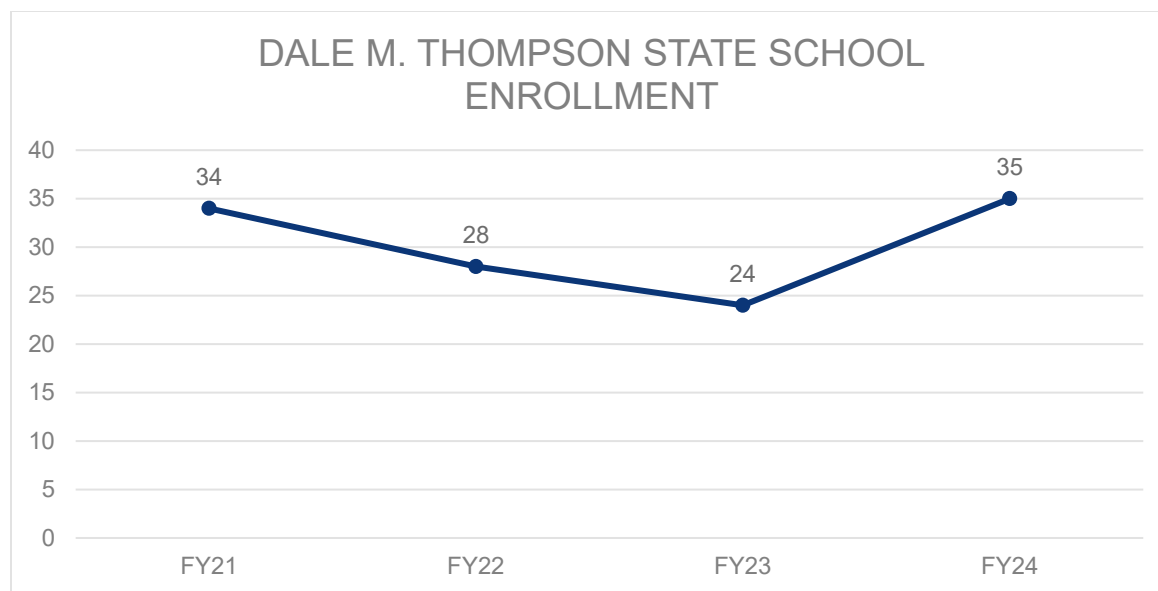


Exhibit 50. Dale M Thompson (Trails West) State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority 1	2	3	4	Grand Total
Dale M Thompson (Trails West) State School	\$ 441,583	\$877,026	\$2,274,524	\$498,252	\$4,091,386
Site					
Asphalt					
The Parking Lot is cracking and have potholes, and should be replaced.		\$ 353,688			\$ 353,688
Fences and Gates					
The Gates don't lock well. Repair or replace.		\$ 18,329			\$ 18,329
Playground Equipment					
PE1: Playground Equipment is worn. Rusted			\$ 360,547		\$ 360,547
Concrete					
Sidewalks should be added from all building exits to the parking lot. Rev. Cost.	\$ 34,616				\$ 34,616
Landscaping					
The Landscaping should be upgraded for aesthetics.				\$ 23,959	\$ 23,959
Main (1979)					
Ext. Windows					
The Seals and Hardware on the Exterior Windows are failing and Beyond Expected Life.	\$ 212,483				\$ 212,483
Fire Sprinkler					
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.				\$ 474,293	\$ 474,293
Intercom					
For improved Communication and Security, add phoones to all Classrooms.	\$ 67,756				\$ 67,756
Ext. Doors					
The Hardware on the Exterior Doors is degraded, corroded and worn, and is Beyond Expected Life.	\$ 106,242				\$ 106,242
Int. Door					
The Interior Doors are worn, scratched and damaged.		\$ 225,854			\$ 225,854
Floor Finishes - Carpet					
The Carpet flooring is stained.			\$ 350,706		\$ 350,706
The Vinyl Sheet flooring is dirty, worn and grungy and should be replaced.			\$ 350,706		\$ 350,706
The Ceramic Tile flooring is grungy.			\$ 350,706		\$ 350,706
Sub-Panels					
The Fluorescent Lighting is burnt out, Upgrade to LEDs.		\$ 67,756			\$ 67,756
Cabinetry and Countertops					
The Cabinets and Counters are worn, damaged and beat up.		\$ 211,399			\$ 211,399
Exh. Vent. Sys.					
There are no Exhaust Fans in the Restrooms.	\$ 20,486				\$ 20,486
Wall Finishes					
The Wall Finishes are dirty with holes in the walls and should be painted. The carpet on the walls is stained and torn.			\$ 208,147		\$ 208,147
Plumbing Fixt.					
(blank)			\$ 308,426		\$ 308,426
Ceiling Finishes					
The Ceiling Tiles are mismatched and dirty.			\$ 345,286		\$ 345,286
Grand Total	\$ 441,583	\$877,026	\$2,274,524	\$498,252	\$4,091,386

Exhibit 51. Dale M Thompson (Trails West) State School – Sample Photos

Main Entrance



Interior Door



Wallboard Damage



Flooring



Asphalt Parking



Entry Walkway



Exterior Door



Playground



Exhibit 52. Dale M Thompson (Trails West) State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?	X			2 Carpet in Hallways and some Classroom walls.
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		0
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?		X		2 Custodial closet was unlocked.
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Conf / IEP Room.
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			2	Sensory Room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	Gym / Cafe
43	Is there a separate space for a gym?	X			3	Gym / Cafe
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	Rooms 1 - 10 have them. Rooms 4 - 5 are without.
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classrooms with Curtains
54	Is a shower available in the restrooms with a shower wand?	X			2	One Shower ADA in Life Skills
55	Is entry accessible into the shower?	X			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			3	Mobile unit.

Exhibit 53. Dale M Thompson (Trails West) State School – Maintenance Assessment

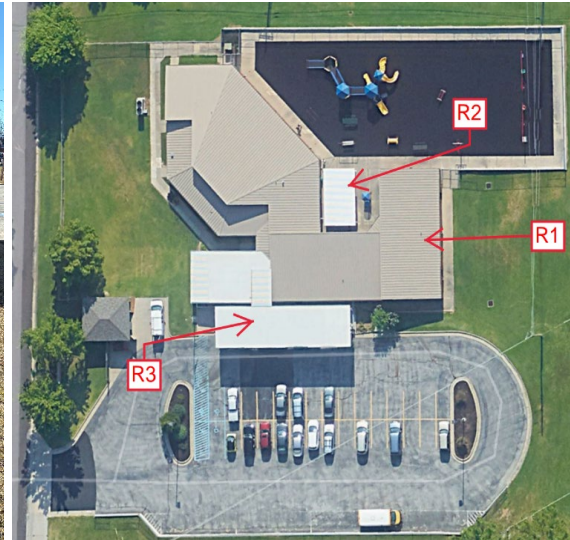
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	1			Lot of can lights burnt out.
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	2	X		Worn
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	0		X	Many Ext Doors missing Handles
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	1		X	Many Ext Doors missing Handles
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	1	X		Need Sidewalk to get away from Building.
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	1		X	Sheet vinyl is worn
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		X	Not locked for Custodial Closet
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	1	X		Storage in most Mech/Elec Rooms
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	1		X	Boxes in front of Elec Panels but 36 inches of clearance required.
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	2	X		Lights are dim
52. Are the restrooms maintained clean and sanitary?	2	X		Floors Grungy
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1			Inspection Tags out of Date
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?	3	X		
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?				N/A
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 54. Dale M Thompson (Trails West) State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	X			
2	There is one clearly marked and designated entrance for visitors	0		X		None observed.
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed.
4	Restricted areas are clearly marked	0		X		None observed.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	3	X			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building					
	e. Buses					
28	There is a central alarm system in the school. If yes, briefly describe:					
29	The main entrance is visible from the main office.					

DELMAR COBBLE STATE SCHOOL



Executive Summary

Delmar Cobble State School was constructed in 1982 and is located in Columbia, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, fire alarm, doors, plumbing fixtures, cabinets, and kitchen equipment systems. Further, exterior items were noted as deficient including exterior doors, exterior windows, asphalt surface, and playground fall surface systems. A total of \$823,057 in deferred maintenance needs were identified.

Key Information

Address	108 WEST CRAIG STREET, COLUMBIA, MO 65202
----------------	--

Area	1
Year Constructed	1982
Age (Years)	42
Building Size (Sq. Ft.)	9,020
Site Size (Acres)	2
Est. Replacement Value	\$6,674,287

FRL % (FY23)	58%
1-Way Bus Ride (Avg)	45
1-Way Bus Ride (Max)	82
Maintenance Score	72%
Safety Security Score	71%
Educational Adequacy Score	68%

Capital Needs (5-Yr)	
Age/Condition	\$1,832,480
Condition Rank (out of 34)	16
FCI (5-Yr) Age/Condition	27.5%
Sq. Ft. Per Student	1,002

Enrollment (2024)	9
Capacity @ 90%	37.8
Open Seats	28.8
Utilization	23.8%

Exhibit 55. Delmar Cobble State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
6	1	1	1	1	0	6	42	37.8	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
1	0	1	5	2	0	9	23.8%	28.8

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
21	15	10	9

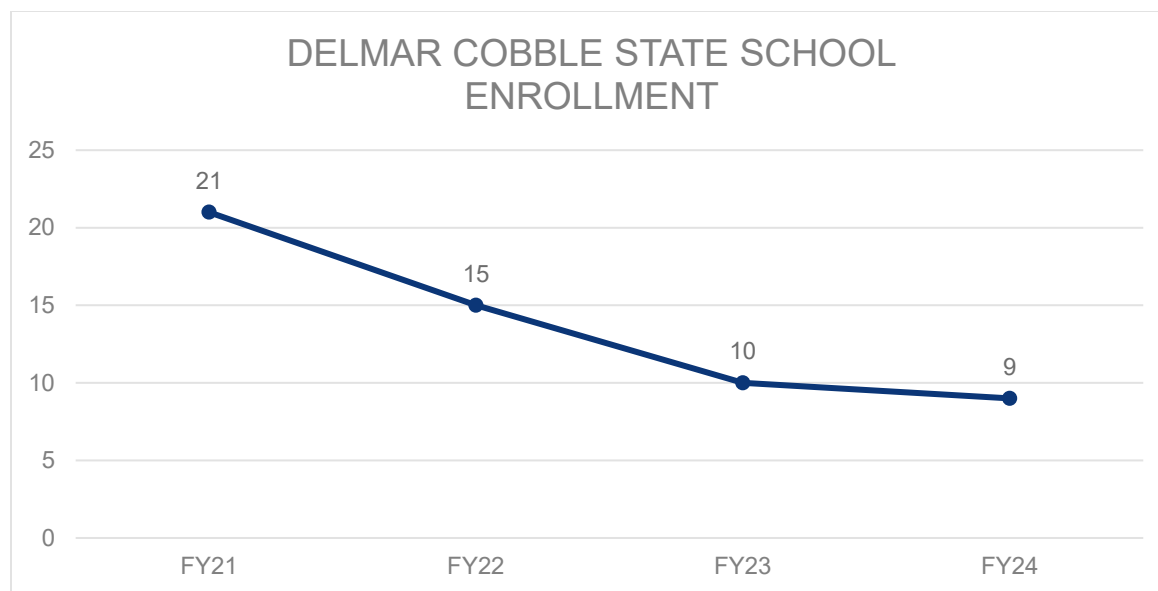


Exhibit 56. Delmar Cobble State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	Grand Total
Delmar Cobble State School	\$ 242,269	\$322,220	\$258,568	\$ 823,057
Site				
Asphalt				
The Parking Lot asphalt is cracked with potholes. It requires Crack Sealing and Seal Coating.			\$ 258,568	\$ 258,568
Playground Fall Surface				
The Playground Fall Surface (Rubber Tiles) are popping up.	\$ 75,797			\$ 75,797
Fences and Gates				
Install a Fence on site to also enclose areas from Classroom Exterior Doors.		\$ 26,632		\$ 26,632
Main (1982)				
Ext. Windows				
The Seals on the Exterior Windows are failing.		\$ 58,474		\$ 58,474
Intercom				
The Intercom System does not work.	\$ 18,646			\$ 18,646
Ext. Doors				
The Exterior Doors are Beyond Expected Life, worn, scratched, damaged and have Lock Hardware issues.	\$ 29,237			\$ 29,237
Int. Door				
Interior doors are beyond life and worn.		\$ 62,153		\$ 62,153
Cabinetry and Countertops				
This cabinets and countertops are damaged with peeling laminate and drawers are missing.		\$ 58,176		\$ 58,176
Kitchen Equipment				
The Dishwasher and Microwave appliances are broken.		\$ 28,188		\$ 28,188
Water Dist. - Pipes				
The Hot Water Heater is Beyond Expected Life.	\$ 84,877			\$ 84,877
Fire Alarm				
The Fire Detection/Alarm System is far Beyond Expected Life.	\$ 33,712			\$ 33,712
Plumbing Fixt.				
The Plumbing Fixtures are degraded, worn, and Beyond Expected Life.		\$ 84,877		\$ 84,877
Technology				
The current Broadband (internet bandwidth) will not support everyone.		\$ 3,721		\$ 3,721
Grand Total	\$ 242,269	\$322,220	\$258,568	\$ 823,057

Exhibit 57. Delmar Cobble State School – Sample Photos

Interior Finishes



Interior Door



Classroom



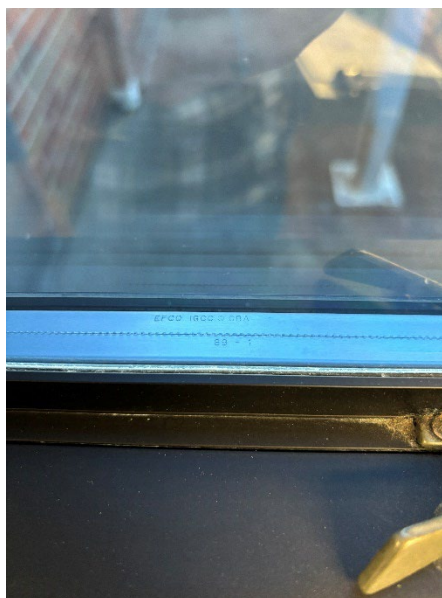
Restroom



Asphalt Parking



Exterior Windows



Site Fencing



Playground



Exhibit 58. Delmar Cobble State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION						
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good						
	ACCOUSTICS	YES	NO	N/A	RATING (1-3)	COMMENTS
1	Is excessive interior or exterior noise present?		X		3	
2	Are absorptive panels located on interior walls?	X			3	Gym - Wall Carpet.
3	Is HVAC noise excessive?		X		3	
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3)	COMMENTS
4	Does the environment feel home-like?	X			2	
5	Are ceiling heights less than 10' in classrooms?	X			1	8 foot.
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			2	
7	Are materials non-glaring?	X			3	
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3	
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3	
	LIGHTING	YES	NO	N/A	RATING (1-3)	COMMENTS
10	Is natural light available?	X			3	
11	Are blinds available to limit natural light and glare?	X			3	
12	Are the lights LED?		X		1	Fluorescent lighting.
13	Is full-spectrum lighting available (kelvin)?		X		0	
14	Is color-tunable lighting available?		X		0	
15	Are lighting dimmers available?		X		0	
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3)	COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3	Sensory Room.
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3)	COMMENTS
17	Is natural lighting available?	X			3	
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3	
19	Are areas for outdoor learning available?	X			3	
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3)	COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		1	Classrooms are open to the outside.
21	Are alarms installed side and rear exterior doors?		X		0	
22	Does the front entrance have a secured vestibule?		X		0	No security vestibule. Yes, they have a buzzer.
23	Does the front office have direct line of sight to the entry and parking lot?		X		0	
24	Is the building equipped with security cameras and alarm systems?	X			3	
25	Are the windows non-wire framed?	X			3	
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3	
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3	
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3)	COMMENTS
28	Are communal areas available for social interaction within the school?	X			3	
	PARENT AREAS	YES	NO	N/A	RATING (1-3)	COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0	
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3)	COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3	
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3	(2) Hoyer Lifts.
	ELEVATORS	YES	NO	N/A	RATING (1-3)	COMMENTS
32	If the building has multiple floors, are elevators available?			X		
33	If there are stairs, are chair lifts available?			X		
	WAYFINDING	YES	NO	N/A	RATING (1-3)	COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0	
35	Does signage include brail?		X		0	
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3	

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?		X		1	Cafeteria.
44	Is there a separate space for a kitchen?			X		Public School.
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?		X		0	
47	Are their dedicated rooms for OT/PT?	X			3	P.E.
48	Are sensory or respite rooms available?	X			3	Senory Room
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	Classroom with shower curtain.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 59. Delmar Cobble State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sSCOREnked you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sSCOREnkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sSCOREnkler heads?				N/A
57. Are sSCOREnkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 60. Delmar Cobble State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2		X		Playground Only.
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked				X	
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	0		X		
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	3	X			
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	0		X		

E.W. THOMPSON STATE SCHOOL



Executive Summary

E.W. Thompson State School was constructed in 1978 and is located in Sedalia, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as intercom, floor, wall, ceiling, plumbing fixtures, and fire sprinkler systems. Further, exterior items were noted as deficient including roof, foundation, playground, and asphalt systems. A total of \$2,660,073 in deferred maintenance needs were identified.

Key Information

Address 1520 THOMPSON BLVD., SEDALIA, MO 65301

Area	1
Year Constructed	1978
Age (Years)	46
Building Size (Sq. Ft.)	17,065
Site Size (Acres)	7
Est. Replacement Value	\$12,393,928

FRL % (FY23)	83%
1-Way Bus Ride (Avg)	31
1-Way Bus Ride (Max)	80
Maintenance Score	72%
Safety Security Score	85%
Educational Adequacy Score	79%

Capital Needs (5-Yr)	
Age/Condition	\$4,278,048
Condition Rank (out of 34)	7
FCI (5-Yr) Age/Condition	34.5%
Sq. Ft. Per Student	1,422

Enrollment (2024)	12
Capacity @ 90%	31.5
Open Seats	19.5
Utilization	38.1%

Exhibit 61. E.W. Thompson State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
5	1	1	1	1	1	5	35	31.5	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
3	2	0	2	1	0	12	38.1%	19.5

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
19	21	19	12

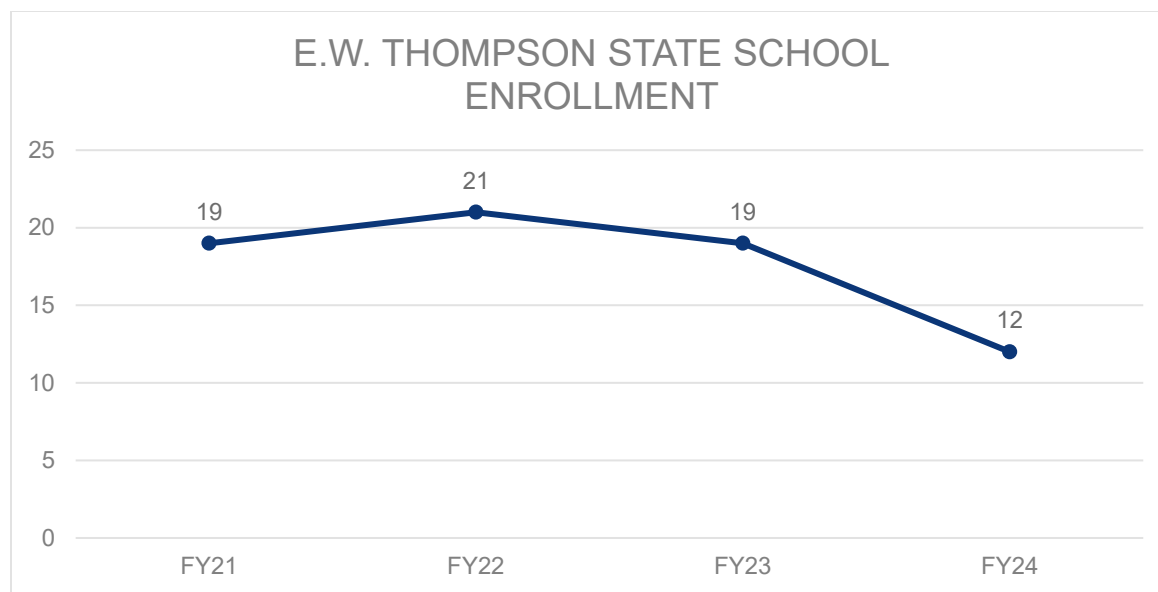


Exhibit 62. E.W. Thompson State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
E.W. Thompson State School		\$ 148,972	\$737,577	\$1,526,588	\$246,936	\$2,660,073
Site						
Asphalt						
The Parking Lots have cracks and potholes with damage by Bus area, and should be Replaced.				\$ 378,717		\$ 378,717
Playground Fall Surface						
The Playground Fall Surface (Rubber Tiles) is an issue & Beyond Expected Life.	\$ 113,695					\$ 113,695
Playground Equipment						
The Playground Equipment is Beyond Expected Life.		\$ 357,500				\$ 357,500
Main (1978)						
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 246,936	\$ 246,936
Intercom						
The BOGEN P.A. System is Beyond Expected Life.				\$ 35,277		\$ 35,277
There is no Security Alarm System and one should be installed.	\$ 35,277					\$ 35,277
Floor Finishes - Carpet						
The Carpet in Classrooms is Beyond Expected Life.		\$ 45,648				\$ 45,648
The Carpet is worn and Beyond Expected Life.		\$ 91,296				\$ 91,296
The Vinyl Sheeting contains Asbestos and should be abated.		\$ 45,648				\$ 45,648
Roof						
R2 Metal Covered Roofing has leaks through the screw holes according to comments from Staff.		\$ 36,907				\$ 36,907
Water Dist. - Pipes						
The one Hot Water Heater is Beyond Expected Life. Consider Upgrade.				\$ 160,579		\$ 160,579
Wall Finishes						
The Walls have dirty areas and are ready for a new coat to refresh.				\$ 108,370		\$ 108,370
Plumbing Fixt.						
The Plumbing Fixtures are degraded, worn and Beyond Expected Life.		\$ 160,579				\$ 160,579
Ceiling Finishes						
The Ceiling Finish is miscolored and worn.				\$ 35,954		\$ 35,954
A-Foundation / Slab / Structure						
The Foundation Structure has cracks and is shifting. Mudjacking is scheduled for Summer 2024.				\$ 807,692		\$ 807,692
Grand Total	\$ 148,972	\$737,577	\$1,526,588	\$246,936	\$2,660,073	

Exhibit 63. E.W. Thompson State School – Sample Photos

Interior Finishes



Wall Damages



Ceiling Finish



Mechanical Systems



Exterior Lighting



Asphalt Parking



General Classroom



Playground



Exhibit 64. E.W. Thompson State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?			X	
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			3
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		1 Fluorescent
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3
21	Are alarms installed side and rear exterior doors?				0
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			2 Security Cameras Only, No Alarm System.
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3 (2) Hoyer Lifts present.
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0 No Brail.
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		2 Face Height.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	Cafeteria.
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	FACS.
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	P.E. Room
47	Are their dedicated rooms for OT/PT?	X			3	Sensory Room
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	In each Classroom.
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			3	Separate in Room 7.
54	Is a shower available in the restrooms with a shower wand?	X			1	One Restroom has shower/tub.
55	Is entry accessible into the shower?	X			3	1 ADA and 2 tubs.
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			3	

Exhibit 65. E.W. Thompson State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	1		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sSCOREnkled you can have up to 50%)	3	X		
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	No Eyewash is present.
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 66. E.W. Thompson State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	X			
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	3	X			
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.	0		X		
17	Visual surveillance of parking lots from main office is possible	3	X			
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	3	X			
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria	3	X			
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	3	X			Walkie-Talkies used.
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	3	X			

GATEWAY (HUBERT WHEELER) STATE SCHOOL



Executive Summary

Gateway (Hubert Wheeler) State School was constructed in 1976 and is located in St. Louis, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as asphalt, playground fall surfaces, fencing, playground equipment, exterior windows, exterior doors, and HVAC systems. A total of \$2,177,396 in deferred maintenance needs were identified.

Note – School was not accessible during assessment. Interior systems are not included at this time.

Key Information

Address 100 SOUTH GARRISON AVENUE, ST. LOUIS, MO 63103

Area	3
Year Constructed	1978
Age (Years)	46
Building Size (Sq. Ft.)	54,521
Site Size (Acres)	4
Est. Replacement Value	\$38,402,995

FRL % (FY23)	71%
1-Way Bus Ride (Avg)	25
1-Way Bus Ride (Max)	38
Maintenance Score	0%
Safety Security Score	0%
Educational Adequacy Score	0%

Capital Needs (5-Yr) Age/Condition	\$5,272,891
Condition Rank (out of 34)	0
FCI (5-Yr) Age/Condition	0.0%
Sq. Ft. Per Student	CLOSED

Enrollment (2024)	6
Capacity @ 90%	182.7
Open Seats	176.7
Utilization	3.3%

Exhibit 67. Gateway (Hubert Wheeler) State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
29	4	0	1	1	1	29	203	182.7	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
0	0	0	29	0	0	6	3.3%	176.7

Support / Admin		
Office	Nurse	Kitchen
8	1	1

Enrollment			
FY21	FY22	FY23	FY24
13	10	7	6

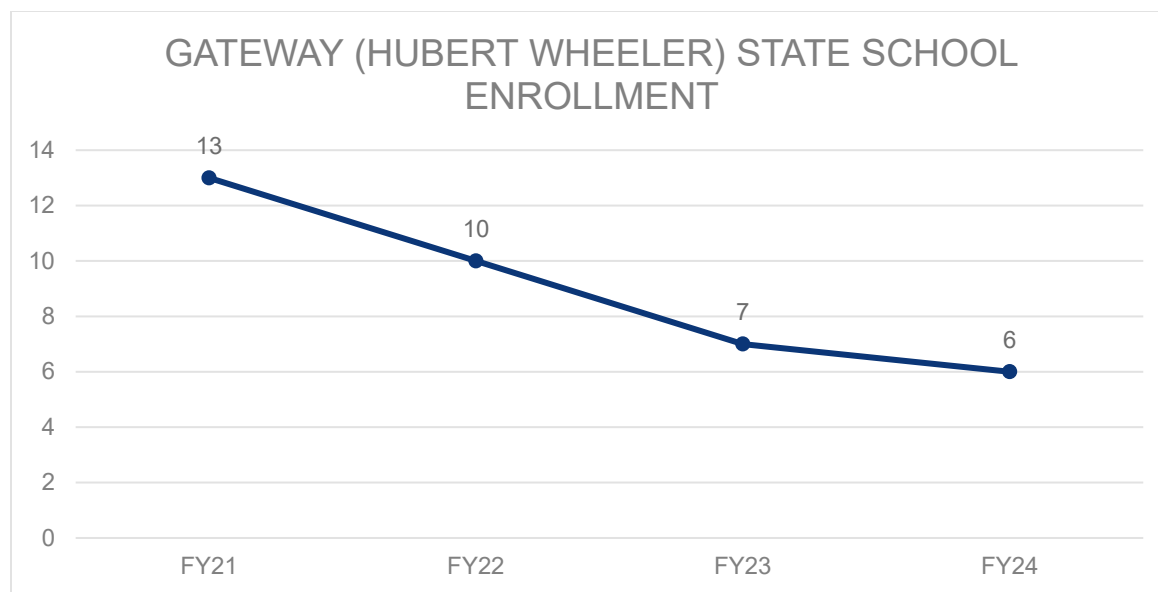


Exhibit 68. Gateway (Hubert Wheeler) State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	Grand Total
Gateway (Hubert Wheeler) State School	\$ 41,757	\$956,290	\$1,179,349	\$2,177,396
Site				
Asphalt				
A2: The East Parking Lot has cracks and exposed aggregate.			\$ 250,159	\$ 250,159
Playground Fall Surface				
PE1: Rubber Tiles are failing. Replace with PIP Rubber.		\$ 103,313		\$ 103,313
PE2: Rubber Tiles are failing. Replace with PIP Rubber.		\$ 103,313		\$ 103,313
Fences and Gates				
The Entrance Gates are broken and chained shut.	\$ 41,757			\$ 41,757
Playground Equipment				
PE1: The Playground Structure is sun faded and worn.		\$ 374,832		\$ 374,832
PE2: The Playground Equipment is missing swings and are corroded.		\$ 374,832		\$ 374,832
Basketball Courts				
The Basketball Hoops and Goals are corroded and degraded.			\$ 24,194	\$ 24,194
Main (1978)				
Ext. Windows				
The Exterior Windows are single pane and have seals that are brittle and cracked.			\$ 353,443	\$ 353,443
Ext. Doors				
The Exterior Doors are original, worn, and Beyond Expected Life.			\$ 176,722	\$ 176,722
Exh. Vent. Sys.				
The Exhaust Ventilation Fans appear original and are Beyond Expected Life.			\$ 34,076	\$ 34,076
Cool Gen. Sys.				
Chiller has parts 'ripped off' it and is Beyond Expected Life.			\$ 340,756	\$ 340,756
Grand Total	\$ 41,757	\$956,290	\$1,179,349	\$2,177,396

Exhibit 69. Gateway (Hubert Wheeler) State School – Sample Photos

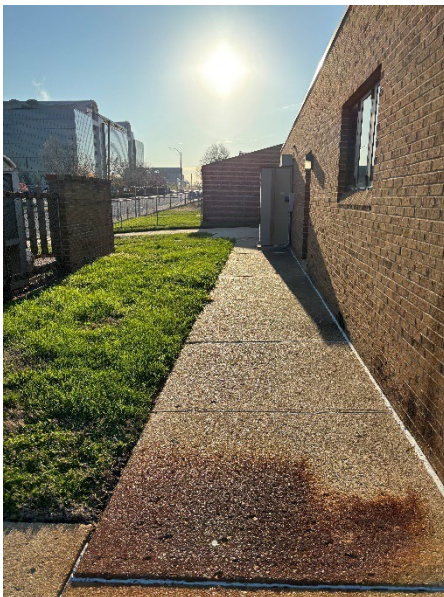
Interior Door



Flooring



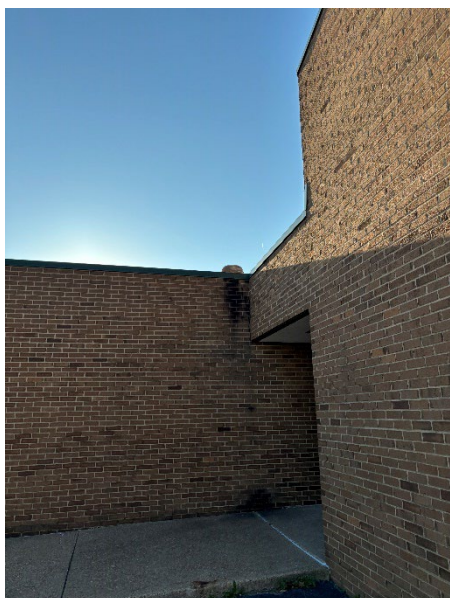
Concrete Walkway



Playground



Exterior Material



Exterior Windows



Asphalt Parking



Site Fencing



Exhibit 70. Gateway (Hubert Wheeler) State School – Educational Adequacy Assessment

NOT AVAILABLE

Exhibit 71. Gateway (Hubert Wheeler) State School – Maintenance Assessment

NOT AVAILABLE

Exhibit 72. Gateway (Hubert Wheeler) State School – Safety and Security Assessment

NOT AVAILABLE

GREENE VALLEY STATE SCHOOL



Executive Summary

Greene Valley State School was constructed in 1976 and is located in Springfield, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, plumbing fixtures, and technology systems. Further, exterior items were noted as deficient including exterior doors, exterior windows, playground fall surface and playground equipment. A total of \$1,888,871 in deferred maintenance needs were identified.

Key Information

Address	1601 EAST PYTHIAN STREET, SPRINGFIELD, MO 65802
----------------	---

Area	2	FRL % (FY23)	66%
Year Constructed	1976	1-Way Bus Ride (Avg)	46
Age (Years)	48	1-Way Bus Ride (Max)	110
Building Size (Sq. Ft.)	30,473	Maintenance Score	96%
Site Size (Acres)	8	Safety Security Score	66%
Est. Replacement Value	\$21,713,677	Educational Adequacy Score	80%

Capital Needs (5-Yr)		Enrollment (2024)	41
Age/Condition	\$5,067,129	Capacity @ 90%	94.5
Condition Rank (out of 34)	27	Open Seats	53.5
FCI (5-Yr) Age/Condition	23.3%	Utilization	43.4%
Sq. Ft. Per Student	743		

Exhibit 73 Greene Valley State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
15	1	1	1	1	1	15	105	94.5	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
6	2	1	2	7	0	41	43.4%	53.5

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
43	36	39	41

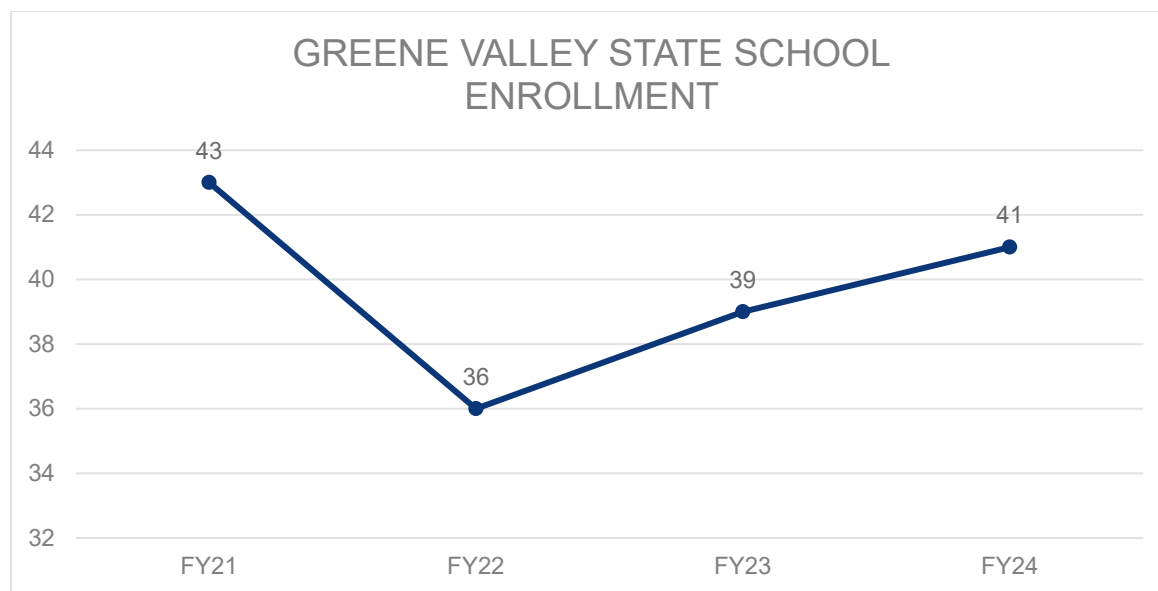


Exhibit 74. Greene Valley State School – Deferred Maintenance / Capital Needs
















Capital Need by School - Priority 	Priority 					
	1	2	3	4	5	Grand Total
 Greene Valley State School	\$ 62,993	\$535,107	\$805,000	\$440,954	\$44,817	\$1,888,871
 Site						
 Playground Fall Surface						
(blank)		\$ 115,488				\$ 115,488
 Playground Equipment						
(blank)		\$ 209,502	\$ 209,502			\$ 419,004
 Concrete						
(blank)					\$ 44,817	\$ 44,817
 Main (1976)						
 Ext. Windows						
(blank)		\$ 197,547				\$ 197,547
 Fire Sprinkler						
(blank)				\$ 440,954		\$ 440,954
 Intercom						
(blank)	\$ 62,993					\$ 62,993
 Ext. Doors						
(blank)			\$ 98,774			\$ 98,774
 Int. Door						
(blank)			\$ 209,978			\$ 209,978
 Plumbing Fixt.						
(blank)			\$ 286,746			\$ 286,746
 Technology						
(blank)		\$ 12,570				\$ 12,570
Grand Total	\$ 62,993	\$535,107	\$805,000	\$440,954	\$44,817	\$1,888,871

Exhibit 75. Greene Valley State School – Sample Photos

Cabinet and Fixture



Interior Door



Classroom Finishes



Home Living



Exterior Material and Roof



Asphalt Parking



Playground



Exterior Concrete Ramp



Exhibit 76. Greene Valley State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			3 Nice school and culture
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?		X		0
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Playground only
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Conference Room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	Sensory Room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classrooms
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	Restrooms
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		1	Mobile unit.

Exhibit 77. Greene Valley State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed.
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	3	X		
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 78. Greene Valley State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground Only
2	There is one clearly marked and designated entrance for visitors	0		X		None observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed
4	Restricted areas are clearly marked	0		X		None observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Open
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	2	X			
	b. Duty stations	2	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	0		X		

H. KENNETH KIRCHNER STATE SCHOOL



Executive Summary

H. Kenneth Kirchner State School was constructed in 1980 and is located in Jefferson City, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as intercom, interior doors, flooring, heating system, and water systems. Further, exterior items were noted as deficient including playground fall surface, exterior windows, and exterior doors. A total of \$501,363 in deferred maintenance needs were identified.

Key Information

Address	1403 RIVERSIDE DRIVE, JEFFERSON CITY, MO 65101		
Area	2	FRL % (FY23)	0%
Year Constructed	1980	1-Way Bus Ride (Avg)	50
Age (Years)	44	1-Way Bus Ride (Max)	108
Building Size (Sq. Ft.)	9,319	Maintenance Score	72%
Site Size (Acres)	4	Safety Security Score	75%
Est. Replacement Value	\$6,802,095	Educational Adequacy Score	75%

Capital Needs (5-Yr)		Enrollment (2024)	18
Age/Condition	\$1,434,922	Capacity @ 90%	31.5
Condition Rank (out of 34)	31	Open Seats	13.5
FCI (5-Yr) Age/Condition	21.1%	Utilization	57.1%
Sq. Ft. Per Student	518		

Exhibit 79 H. Kenneth Kirchner State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
5	0	1	0	1	0	5	35	31.5	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
4	1	0	1	0	0	18	57.1%	13.5

Support / Admin		
Office	Nurse	Kitchen
2	1	1

Enrollment			
FY21	FY22	FY23	FY24
26	24	21	18

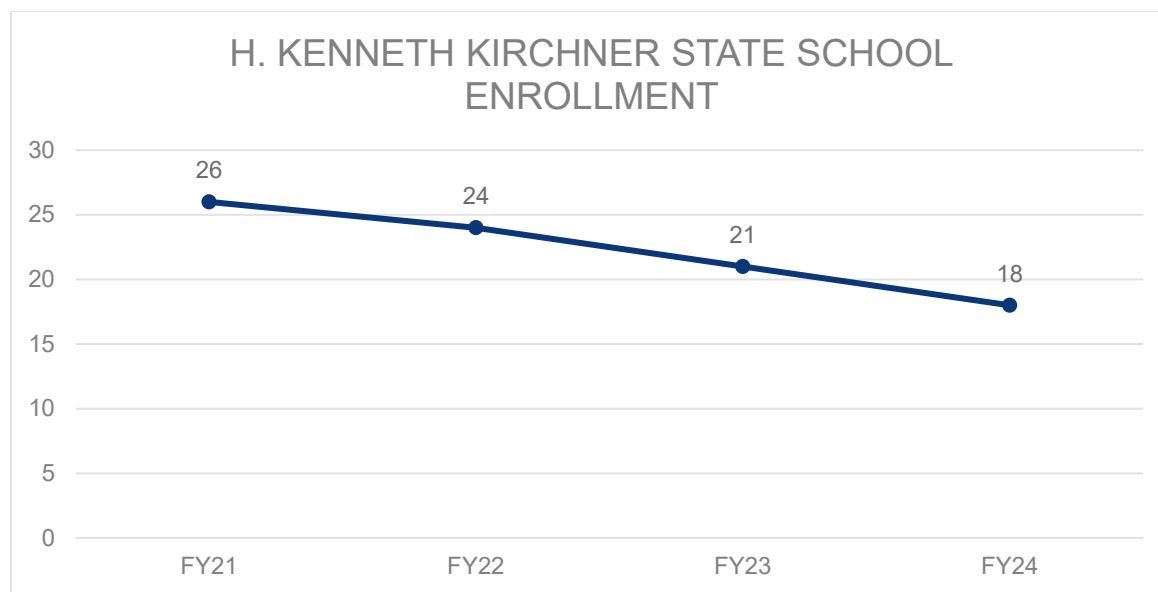
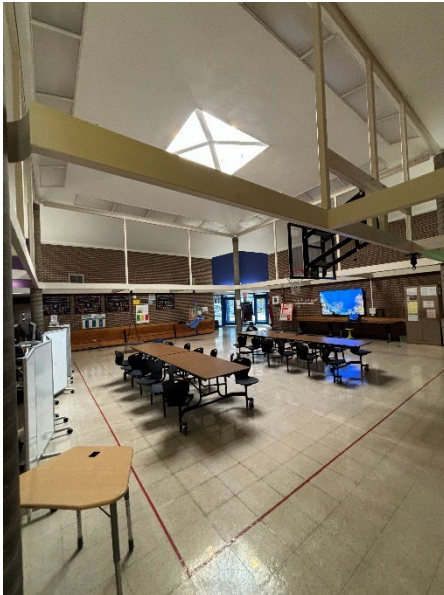


Exhibit 80. H. Kenneth Kirchner State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	4	Grand Total
1					
<input type="checkbox"/> H. Kenneth Kirchner State School	\$ 240,995	\$124,626	\$129,917	\$5,824	\$ 501,363
<input type="checkbox"/> Site					
<input type="checkbox"/> Playground Fall Surface					
The Rubber Tiles in the Playground are popping up. Need to repair or replace.	\$ 75,797				\$ 75,797
<input type="checkbox"/> Main (1980)					
<input type="checkbox"/> Ext. Windows					
The Exterior Windows are failing and are being replaced.		\$ 60,412			\$ 60,412
<input type="checkbox"/> Intercom					
The Communication (P.A.) and Security Systems are Beyond Expected Life.	\$ 19,264				\$ 19,264
<input type="checkbox"/> Ext. Doors					
The Exterior Doors are Beyond Expected Life, worn, yet functional			\$ 30,206		\$ 30,206
<input type="checkbox"/> Int. Door					
The Interior Doors are damaged, scratched and worn. Replace when possible.		\$ 64,214			\$ 64,214
<input type="checkbox"/> Floor Finishes - Carpet					
The VCT Flooring is cracked, stained and damaged. Replace.			\$ 99,711		\$ 99,711
<input type="checkbox"/> Water Dist. - Pipes					
(1) Hot Water Heater is Beyond Expected Life. Replace.	\$ 87,690				\$ 87,690
<input type="checkbox"/> Emergency Lighting					
No Emergency Lighting was observed.				\$ 5,824	\$ 5,824
<input type="checkbox"/> Heat Gen. Sys.					
(5) Furnaces are Beyond Expected Life. Replace.	\$ 58,244				\$ 58,244
Grand Total	\$ 240,995	\$124,626	\$129,917	\$5,824	\$ 501,363

Exhibit 81. H. Kenneth Kirchner State School – Sample Photos

Multi-Purpose Room



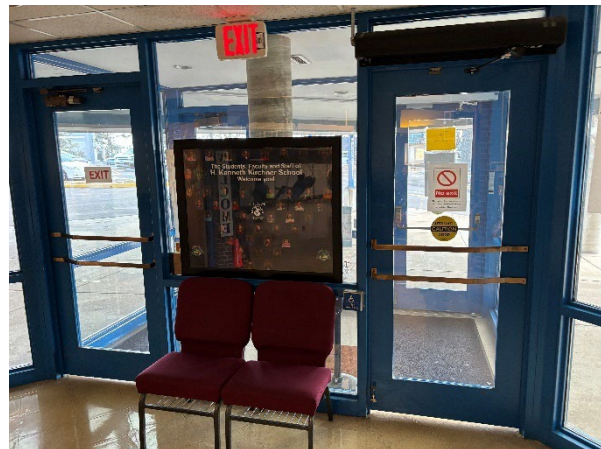
Interior Finishes



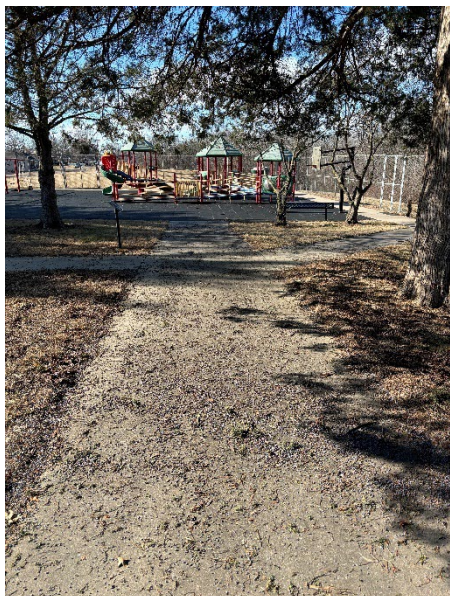
Cabinets



Main Entry



Walkway



Exterior Doors



Playground Fall Surface



Exterior Shade Structure



Exhibit 82. H. Kenneth Kirchner State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3 Carpet and VCT flooring
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		1 Fluorescent lighting.
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0 Covers.
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			3 Playground
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		2 Playground Only. No Exterior Doors in Classrooms.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?		X		1 Entry Only
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 IEP Room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			2	Cafeteria / Gym.
43	Is there a separate space for a gym?	X			2	Cafeteria / Gym.
44	Is there a separate space for a kitchen?		X		1	In Classrooms. Get food from LEA.
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?		X		1	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	In Classrooms.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 83. H. Kenneth Kirchner State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	3	X		
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	1		X	VCT flooring is cracked.
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?				N/A
26. Are walls covered more than 20% with paper? (If room is sSCOREnked you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	1		X	VCT flooring is cracked.
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	3	X		
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	None observed.
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sSCOREnkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sSCOREnkler heads?				N/A
57. Are sSCOREnkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 84. H. Kenneth Kirchner State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			
2	There is one clearly marked and designated entrance for visitors	2	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	3	X			
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations				X	
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	3	X			

HELEN M. DAVIS STATE SCHOOL



Executive Summary

Helen M. Davis State School was constructed in 1969 and is located in St. Joseph, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as interior doors, electrical, and HVAC systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including exterior windows, fencing, and asphalt systems. A total of \$1,763,207 in deferred maintenance needs were identified.

Key Information

Address	2900 SCOTT STREET, ST. JOSEPH, MO 64507
----------------	---

Area	1
Year Constructed	1969
Age (Years)	55
Building Size (Sq. Ft.)	19,571
Site Size (Acres)	3
Est. Replacement Value	\$14,187,327

FRL % (FY23)	73%
1-Way Bus Ride (Avg)	48
1-Way Bus Ride (Max)	138
Maintenance Score	53%
Safety Security Score	62%
Educational Adequacy Score	39%

Capital Needs (5-Yr)	
Age/Condition	\$4,159,072
Condition Rank (out of 34)	12
FCI (5-Yr) Age/Condition	29.3%
Sq. Ft. Per Student	455

Enrollment (2024)	43
Capacity @ 90%	56.7
Open Seats	13.7
Utilization	75.8%

Exhibit 85. Helen M. Davis State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
9	2	1	1	1	1	9	63	56.7	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
7	4	1	1	2	0	43	75.8%	13.7

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
42	40	42	43

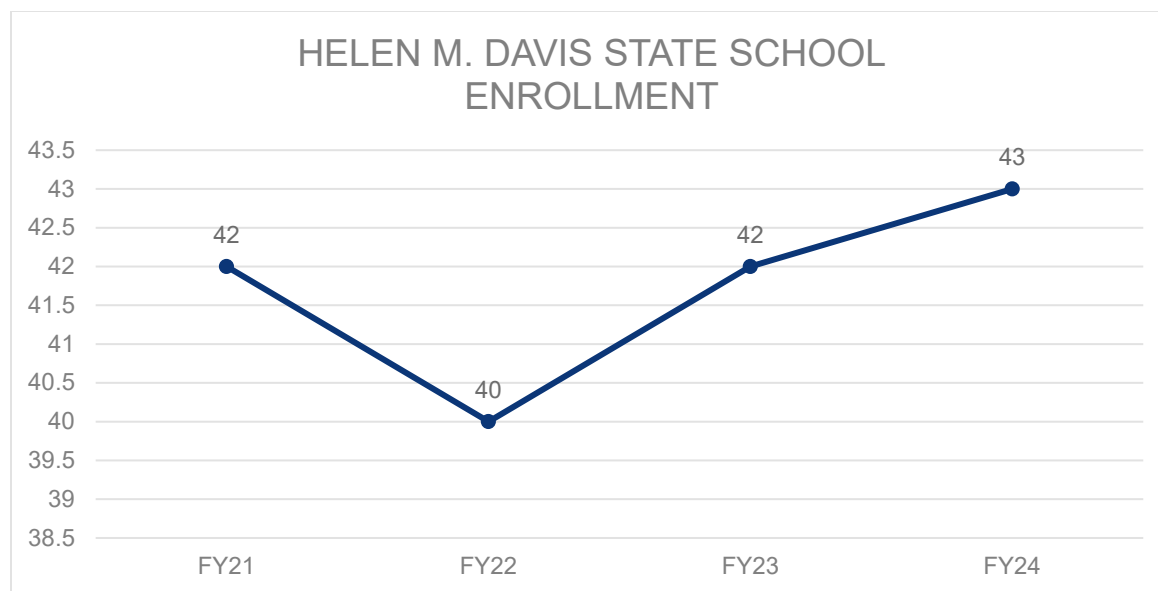
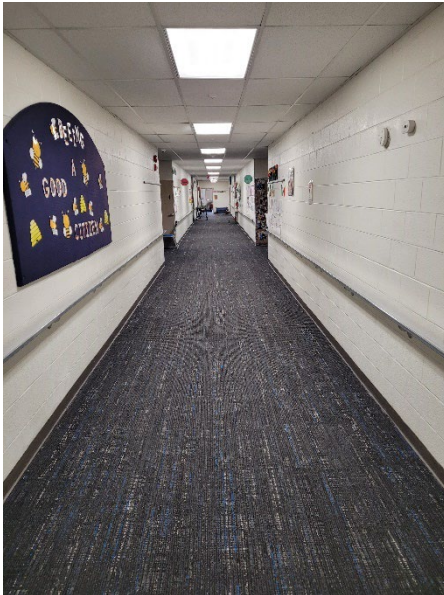


Exhibit 86. Helen M. Davis State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	5	Grand Total
Helen M. Davis State School		\$ 832,765	\$16,183	\$544,928	\$283,198	\$86,133	\$1,763,207
Site							
Asphalt							
Parking lot pavement is cracked and the painted lines are faded. Mill and overlay recommended.				\$ 242,742			\$ 242,742
Fences and Gates							
Install fencing around school to catch students who elope out exterior doors. Fencing is only around playground and near the highway.						\$ 86,133	\$ 86,133
Main (1969)							
Ext. Windows							
Replace exterior windows are original, single pane with broken seals and hardware issues.				\$ 126,873			\$ 126,873
Fire Sprinkler							
Fire sprinkler system is lacking and has been grandfathered in. Install system when funding becomes available to protect the building and occupants.					\$ 283,198		\$ 283,198
Int. Door							
Replace toilet partitions in restroom as they are mix-matched in colors, bent, and damaged.				\$ 134,856			\$ 134,856
Sub-Panels							
Lighting fixtures are covered throughout the facility with fabric to reduce light levels. Install dimmers to allow for more control and to reduce wasted energy consumption.				\$ 40,457			\$ 40,457
Rooftop Unitary A/C – Cooling w/Gas Heat							
Replace 8 AAON RTU's. These units are worn, the gym unit is currently not working, and should be replaced within five years.		\$ 832,765					\$ 832,765
Main Distribution Panel							
The main switch gear and subpanels have reached their life expectancy and should be replaced when funding becomes available.			\$ 16,183				\$ 16,183
Grand Total		\$ 832,765	\$16,183	\$544,928	\$283,198	\$86,133	\$1,763,207

Exhibit 87. Helen M. Davis State School – Sample Photos

Flooring Finish



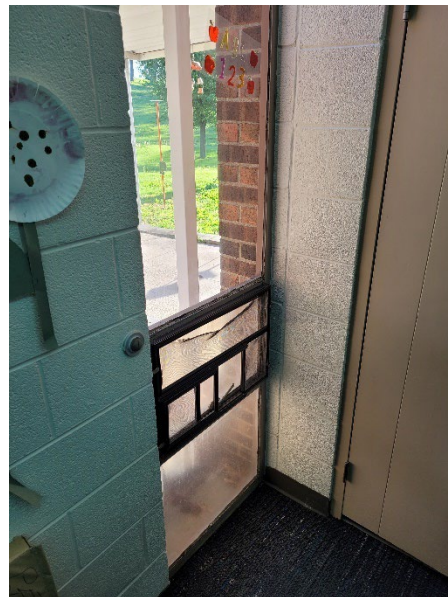
Ceiling Finish



Classroom Finishes



Window System



Asphalt Parking



Playground



Rooftop HVAC Unit



Roofing System



Exhibit 88. Helen M. Davis State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION						
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good						
	ACCOUSTICS	YES	NO	N/A	RATING (1-3)	COMMENTS
1	Is excessive interior or exterior noise present?		X		3	
2	Are absorptive panels located on interior walls?		X		0	
3	Is HVAC noise excessive?	X			2	
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3)	COMMENTS
4	Does the environment feel home-like?		X		0	One room had powder all over floor that had not been vacuumed
5	Are ceiling heights less than 10' in classrooms?		X		0	
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			1	Some rooms felt dark
7	Are materials non-glaring?			X	0	Could not determine
8	Are materials non-toxic (air fresheners, smells, etc.)?			X	0	Could not determine
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			2	Mostly cleanable, some of the carpeting was not, powder was on the floor where students had gotten sick and it sat for the weekend.
	LIGHTING	YES	NO	N/A	RATING (1-3)	COMMENTS
10	Is natural light available?	X			3	In most rooms there was natural light, sensory room did not have natural lighting
11	Are blinds available to limit natural light and glare?	X			1	
12	Are the lights LED?		X		0	
13	Is full-spectrum lighting available (Kelvin)?		X		0	
14	Is color-tunable lighting available?		X		0	
15	Are lighting dimmers available?		X		0	
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3)	COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3	Had a variety of lighting with many sensory items including lava lamp, swings, mats, ball pit, Rompa lighting toy mounted to the wall, music, mirrors
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3)	COMMENTS
17	Is natural lighting available?	X			3	
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			1	Only in some rooms you can see outside
19	Are areas for outdoor learning available?		X		0	
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3)	COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2	Playground was fenced but there were areas where students could exit the building and run into populated areas
21	Are alarms installed side and rear exterior doors?		X		0	
22	Does the front entrance have a secured vestibule?		X		0	
23	Does the front office have direct line of sight to the entry and parking lot?		X		0	
24	Is the building equipped with security cameras and alarm systems?	X			3	
25	Are the windows non-wire framed?	X			0	
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			0	
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?		X		0	Custodian space was unlocked and open with chemicals and other dangerous materials for students to access
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3)	COMMENTS
28	Are communal areas available for social interaction within the school?	X			2	Cafeteria space, kitchen area for learning, shared space, strong food smell from cafeteria
	PARENT AREAS	YES	NO	N/A	RATING (1-3)	COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			2	Somewhat cluttered but space was available for this
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3)	COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3	Sensory room had several items for this
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3	In storage area unsure if it was being used
	ELEVATORS	YES	NO	N/A	RATING (1-3)	COMMENTS
32	If the building has multiple floors, are elevators available?			X	0	
33	If there are stairs, are chair lifts available?			X	0	
	WAYFINDING	YES	NO	N/A	RATING (1-3)	COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0	
35	Does signage include brail?		X		0	
36	Is the signage height appropriate (48" to 60", i.e. chest height)?			X	0	Hard to tell given the amount of items and various wall hangings

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			2	Cluttered areas so not always best utilized, wayfinding was not great, some signage but hard to tell, no transition spaces
40	Is there adequate bus/van drop-off zones?	X			2	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			2	Changing table in classroom, unsure if it was being used for that, not all changing tables had privacy curtain, nursing space was very small and not sure how students were served in the space, very cluttered and did not see an examining table
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		1	The gym, cafeteria, and kitchen are all a shared space
43	Is there a separate space for a gym?		X		1	
44	Is there a separate space for a kitchen?		X		1	
45	Is there a separate space for administration offices?	X			2	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			1	Not clear how these were used for instruction and the space had clutter
47	Are their dedicated rooms for OT/PT?		X		1	Services are delivered in the classroom but there is an gross motor and fine motor room with several safety hazards (e.g. covers peeling off the cabinets, sharp edges, clutter, trampoline was peeling around the sides
48	Are sensory or respite rooms available?	X			3	Sensory toom was very nicely designed
49	Is a health center / nurse's office available in the school?	X			1	Very cluttered, did not appear clean, no examining table, concerns about sanitary conditions from a medical standpoint.
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			1	Some restrooms are cluttered and used for storage, floor was sticky in one room
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			2	Items were out in the open but organized and there was no changing table in boys room, same for girl's room
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	
54	Is a shower available in the restrooms with a shower wand?	X			1	Girl's restroom shower was used for storage but not as a functioning shower
55	Is entry accessible into the shower?	X			2	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	One in girl's room but not set up

Exhibit 89. Helen M. Davis State School – Maintenance Assessment

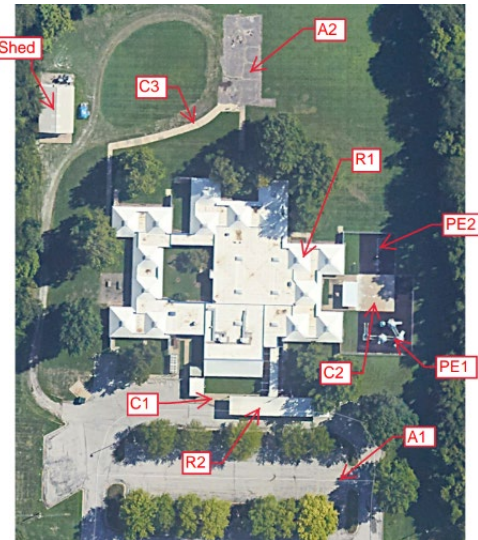
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?	3	X		
5. Is a handrail installed and is it firmly attached?	3	X		
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	Add sign by parking lot.
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	0		X	
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?			N/A	
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?			N/A	
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?			N/A	
17. Are handrails installed securely and in good condition?			N/A	
18. Are emergency lights and exit signs in good working order?			N/A	
19. Are landings free of storage materials?			N/A	
20. Is storage allowed under the stairs?			N/A	
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	0		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	0		X	
34. Are locker rooms and shower facilities kept clean and free of standing water?	3	X		
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?			N/A	
36. Are the stairs leading to the stage provided with a handrail?			N/A	
37. Are backstage areas lighted sufficiently to prevent slips and falls?			N/A	
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		X	
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	0		X	
40. Are items stored neat and orderly?	0		X	
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	0		X	
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	0		X	
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	0		X	
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	0		X	
48. Are hazardous materials containers labeled?	0		X	
49. Are eyewash/emergency shower available and functional?	0		X	
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?				N/A
54. Are sprinkler system functional/inspected/documented?	0		X	
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	0		X	
60. Are flat roofs free from standing water and debris?	0		X	
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?				N/A
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities?				N/A
66. Are No Idling signs posted?				N/A

Exhibit 90. Helen M. Davis State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Partially fenced.
2	There is one clearly marked and designated entrance for visitors	0		X		
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	3	X			
21	Outside hardware has been removed from all doors except at points of entry.	3	X			
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	0		X		
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	0		X		
	h. Electrical Rooms	0		X		
	i. Phone line access closet				X	
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations				X	
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	2		X		

LAKEVIEW WOODS STATE SCHOOL



Executive Summary

Lakeview Woods State School was constructed in 1974 and is located in Lee's Summit, Missouri. In general, this facility has many building components and systems that have reached or are beyond their useful life such as windows, interior and exterior doors. Most notably in the building's deficiencies is the VCT flooring throughout the school, which was observed to have stains and cracks. The school is not equipped with a fire sprinkler system that would come standard with a modern day school of this size. Finally, exterior items were noted as deficient including a poor condition asphalt parking lot. A total of \$1,484,560 in needs were identified.

Key Information

Address	351 NW GREGORY BLVD., LEES SUMMIT, MO 64064
----------------	---

Area	1
Year Constructed	1974
Age (Years)	50
Building Size (Sq. Ft.)	31,650
Site Size (Acres)	8
Est. Replacement Value	\$22,694,179

FRL % (FY23)	84%
1-Way Bus Ride (Avg)	37
1-Way Bus Ride (Max)	70
Maintenance Score	89%
Safety Security Score	56%
Educational Adequacy Score	75%

Capital Needs (5-Yr) Age/Condition	\$5,352,164
Condition Rank (out of 34)	26
FCI (5-Yr) Age/Condition	23.6%
Sq. Ft. Per Student	1,055

Enrollment (2024)	30
Capacity @ 90%	88.2
Open Seats	58.2
Utilization	34.0%

Exhibit 91. Lakeview Woods State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
14	1	1	1	1	1	14	98	88.2	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
8	2	1	4	3	0	30	34.0%	58.2

Support / Admin		
Office	Nurse	Kitchen
5	1	1

Enrollment			
FY21	FY22	FY23	FY24
31	32	31	30

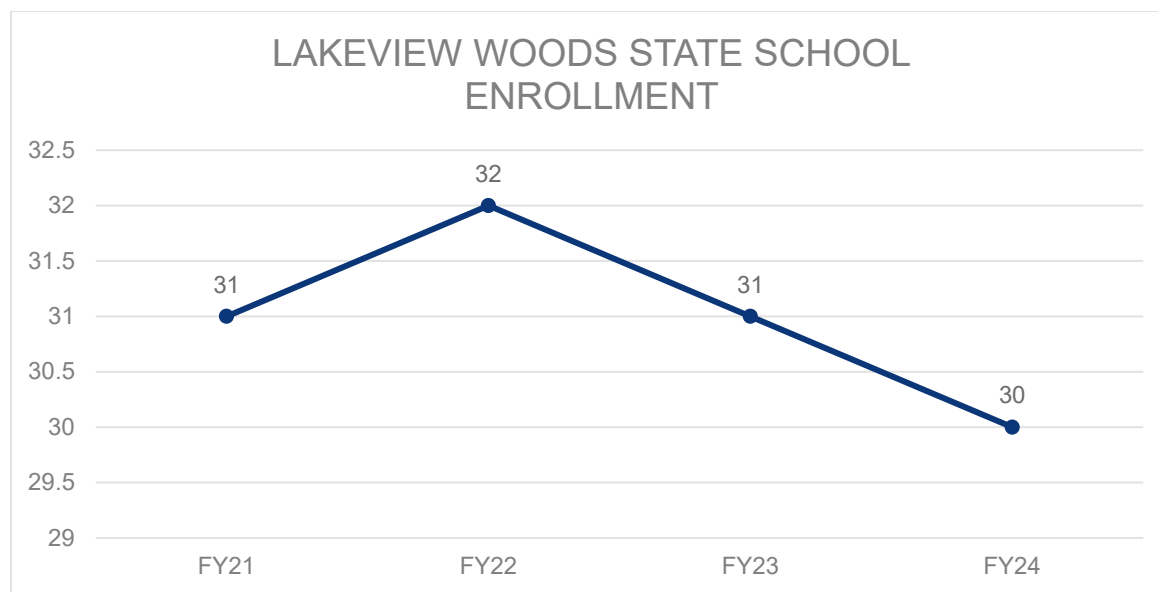
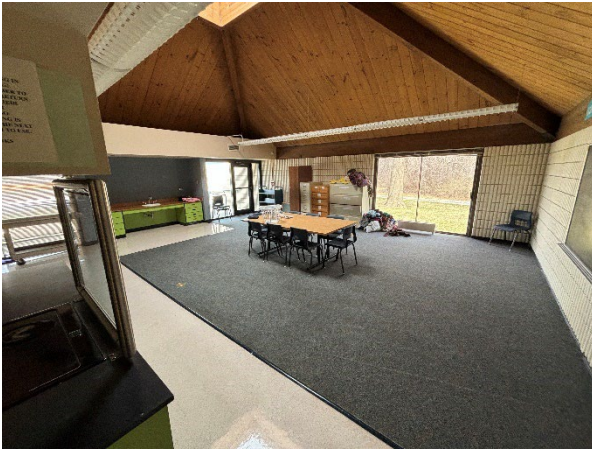


Exhibit 92. Lakeview Woods State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
Lakeview Woods State School		\$ 204,131	\$741,395	\$52,130	\$486,904	\$1,484,560
Site						
Asphalt						
A2 Rear: The Rear Parking Lot Asphalt is cracked, damaged; including the Basketball Court.				\$ 52,130		\$ 52,130
Landscaping						
The Landscaping needs to be upgraded and refreshed.					\$ 28,919	\$ 28,919
Main (1974)						
Ext. Windows						
The Exterior Windows are single pain, worn and Beyond Expected Life.			\$ 82,071			\$ 82,071
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 457,985	\$ 457,985
Ext. Doors						
The Exterior Doors are Beyond Expected Life with worn and scratched up hardware.			\$ 102,589			\$ 102,589
Int. Door						
The Interior Doors are beat up, scratched and damaged.			\$ 218,088			\$ 218,088
Floor Finishes - Carpet						
The VCT in Hallways and Restrooms is separating, stained and worn.			\$ 338,647			\$ 338,647
Cabinetry and Countertops						
The Cabinets and Counters are beat up, worn and damaged.		\$ 204,131				\$ 204,131
Grand Total		\$ 204,131	\$741,395	\$52,130	\$486,904	\$1,484,560

Exhibit 93. Lakeview Woods State School – Sample Photos

Interior Finishes



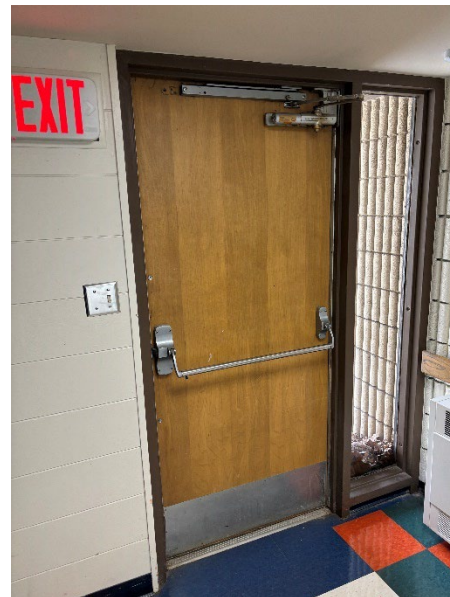
Gymnasium



Hallway Finishes



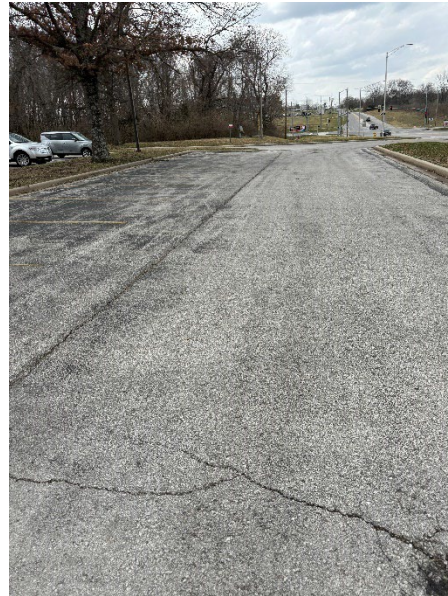
Interior Door



Exterior Material and Roof



Asphalt Parking



HVAC System



Exterior Doors



Exhibit 94. Lakeview Woods State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		2
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3 Courtyard
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		0 Playground only
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			1 Entry only
24	Is the building equipped with security cameras and alarm systems?	X			2 Cameras only
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?		X		0 All Open
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			2 Conf / IEP Room.
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			1	Sensory room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	
54	Is a shower available in the restrooms with a shower wand?	X			1	In Classroom Only
55	Is entry accessible into the shower?		X		0	Like Skills
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			1	Mobil unit

Exhibit 95. Lakeview Woods State School – Maintenance Assessment

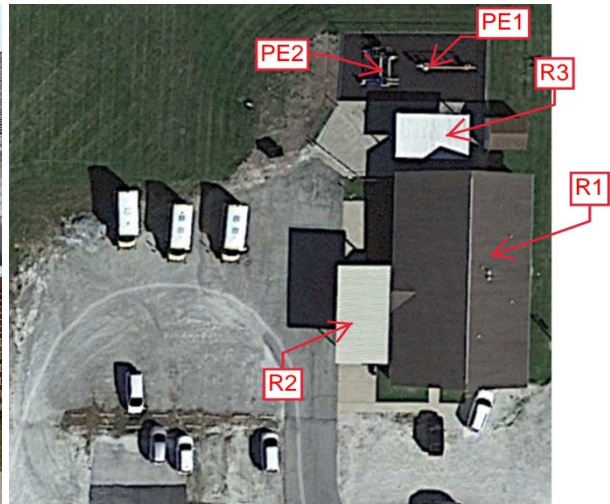
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed.
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	2	X		Some Broken VCT
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		X	Custodial Rooms are open
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	0		X	Boiler and Elec Rooms unlocked.
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	2	X		Some old equipment on floor
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1		X	Inspection Tags fail.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?	3	X		
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 96. Lakeview Woods State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	1	X			Playground Only
2	There is one clearly marked and designated entrance for visitors	0			X	None observed.
3	Signs are posted for visitors to report to main office through a designated entrance.	0			X	None observed.
4	Restricted areas are clearly marked	0			X	None observed.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		None observed.
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	0		X		
	h. Electrical Rooms	0		X		
	i. Phone line access closet	0		X		
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	3	X			

LILLIAN SCHAPER STATE SCHOOL



Executive Summary

Lillian Schaper State School was constructed in 1976 and is located in Bowling Green, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, interior doors, electrical systems, cabinetry, kitchen equipment, fire alarm, and ceiling finishes. Further, exterior items were noted as deficient including asphalt, playground fall surface, playground equipment, and fences. A total of \$558,005 in deferred maintenance needs were identified.

Key Information

Address	902 INDEPENDENCE DRIVE, BOWLING GREEN, MO 63334		
Area	3	FRL % (FY23)	73%
Year Constructed	1976	1-Way Bus Ride (Avg)	54
Age (Years)	48	1-Way Bus Ride (Max)	106
Building Size (Sq. Ft.)	3,840	Maintenance Score	68%
Site Size (Acres)	5	Safety Security Score	56%
Est. Replacement Value	\$3,158,378	Educational Adequacy Score	44%
Deferred Maintenance	\$995,768	Enrollment (2024)	14
Condition Rank (out of 34)	9	Capacity @ 90%	18.9
FCI (5-Yr) Age/Condition	31.5%	Open Seats	4.9
Sq. Ft. Per Student	274	Utilization	74.1%

Exhibit 97. Lillian Schaper State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
3	1	0	0	0	0	3	21	18.9	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
3	1	0	0	0	0	14	74.1%	4.9

Support / Admin		
Office	Nurse	Kitchen
2	0	1

Enrollment			
FY21	FY22	FY23	FY24
8	9	13	14

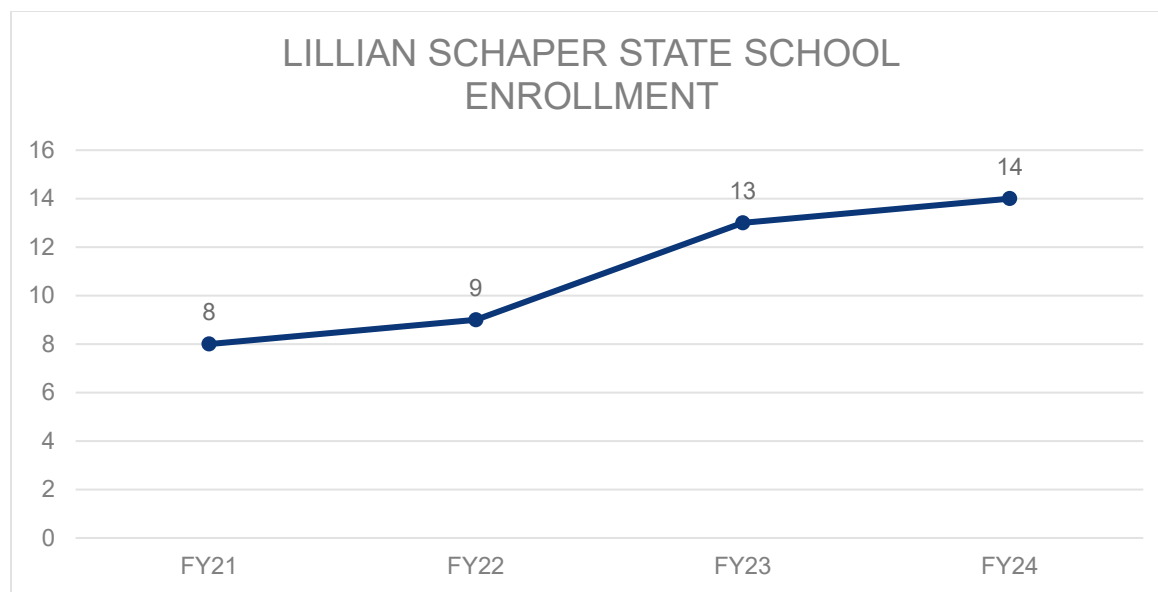


Exhibit 98. Lillian Schaper State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	4	Grand Total
1					
Lillian Schaper State School	\$ 357,120	\$116,795	\$50,843	\$33,247	\$ 558,005
Site					
Asphalt					
The Parking Lots have cracks with potholes and should be replaced.		\$ 54,053			\$ 54,053
Playground Fall Surface					
The Playground Surface (Rubber Tiles) need repair/replace.	\$ 46,994				\$ 46,994
Fences and Gates					
Add a Fence around the Building for Classroom Exterior Doors.				\$ 33,247	\$ 33,247
Playground Equipment					
PE1: The Playground Structure is worn, corroded and Beyond Expected Life.	\$ 198,000				\$ 198,000
PE2: The Swings are worn out and Beyond Expected Life.	\$ 96,250				\$ 96,250
Main (1976)					
Intercom					
There is no Security Alarm System and one should be installed.	\$ 7,938				\$ 7,938
There is no Intercom system and one should be installed.	\$ 7,938				\$ 7,938
Int. Door					
The Interior Doors are chipped and damaged. Recommend replacing.			\$ 26,460		\$ 26,460
Sub-Panels					
The Lights are Beyond Expected Life. Upgrade to LEDs with dimmers.		\$ 7,938			\$ 7,938
Cabinetry and Countertops					
The Kitchen Cabinetry is Beyond Expected Life and should be replaced.			\$ 12,383		\$ 12,383
Kitchen Equipment					
The Dishwasher needs to be replaced.			\$ 12,000		\$ 12,000
Fire Alarm					
The Fire Detection & Alarm System is still functional but Beyond Expected Life. Recommend upgrade.		\$ 14,352			\$ 14,352
Ceiling Finishes					
The Ceiling Finishes need to be painted for refresh.		\$ 40,452			\$ 40,452
Grand Total	\$ 357,120	\$116,795	\$50,843	\$33,247	\$ 558,005

Exhibit 99. Lillian Schaper State School – Sample Photos

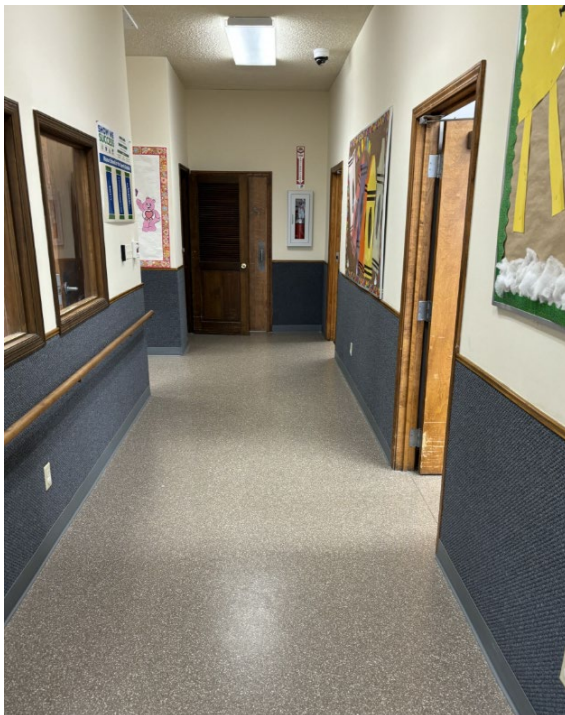
Interior Door



Window System



Hallway Finishes



Ceiling Finish and Lighting



Front Entry



Asphalt Parking



Playground



Site Fencing



Exhibit 100. Lillian Schaper State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?	X			3 Hallway carpet.
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?		X		1 Not a great feel. Somewhat cold.
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?		X		0 White
7	Are materials non-glaring?	X			0
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			0
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			0
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?		X		0
12	Are the lights LED?		X		1 Fluorescent.
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			0
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			1 Windows are up high.
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		1 Playgrounds Only.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			1 No security alarm.
25	Are the windows non-wire framed?		X		1 Front Entry is wired.
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?		X		1 This is a Map, but not posted in Classrooms.
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?		X		0 No Common Area.
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0 There is no signage.
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0 There is no signage.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	Sensory Room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		X		0	Just the office, Classrooms and Restrooms.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?		X		0	
47	Are their dedicated rooms for OT/PT?	X			1	Empty Classroom
48	Are sensory or respite rooms available?	X			3	Sensory Room
49	Is a health center / nurse's office available in the school?		X		0	None
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			1	Not in Classrooms
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			2	
52	Are restrooms equipped with storage and supplies?	X			2	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	Classroom only
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		1	Mobile Only.

Exhibit 101. Lillian Schaper State School – Maintenance Assessment

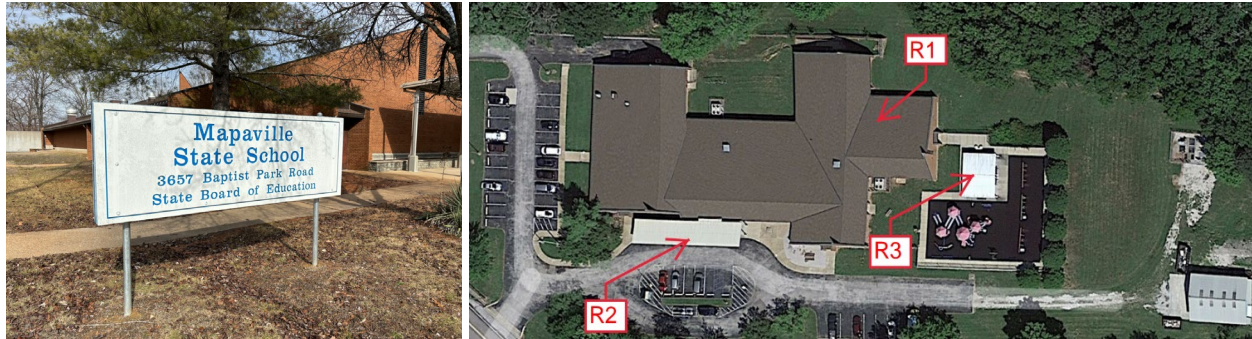
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sSCOREnked you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	1		X	Classroom's missing but Maps are available though.
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A - No Gym
31. Is the floor in good condition?				N/A - No Gym
32. Are all exits properly marked and maintained?				N/A - No Gym
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A - No Gym
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A - No Gym
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A - No Auditorium
36. Are the stairs leading to the stage provided with a handrail?				N/A - No Auditorium
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A - No Auditorium
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	0		X	HWH is in front of Panel.
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3			
51. Is the restroom well lit?	3			
52. Are the restrooms maintained clean and sanitary?	3			
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sSCOREnkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sSCOREnkler heads?				N/A
57. Are sSCOREnkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 102. Lillian Schaper State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground Only
2	There is one clearly marked and designated entrance for visitors	0		X		No Signs
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	0		X		No Lights in parking lot.
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	2	X			No security alarm.
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office				X	None.
	g. Boiler Room	2	X			No security alarm.
	h. Electrical Rooms	2	X			No security alarm.
	i. Phone line access closet	2	X			No security alarm.
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	1		X		Barely visible.

MAPAVILLE STATE SCHOOL



Executive Summary

Mapaville State School was constructed in 1981 and is located in Mapaville, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, flooring, cabinets, plumbing fixtures, and technology systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including asphalt and retaining wall. A total of \$1,939,143 in needs were identified.

Key Information

Address	3657 BAPTIST PARK ROAD P.O. BOX 68, MAPAVILLE, MO 63065
----------------	---

Area	3
Year Constructed	1981
Age (Years)	43
Building Size (Sq. Ft.)	25,467
Site Size (Acres)	5
Est. Replacement Value	\$17,868,092

FRL % (FY23)	46%
1-Way Bus Ride (Avg)	36
1-Way Bus Ride (Max)	75
Maintenance Score	71%
Safety Security Score	67%
Educational Adequacy Score	74%

Deferred Maintenance	\$4,238,644
Condition Rank (out of 34)	24
FCI (5-Yr) Age/Condition	23.7%
Sq. Ft. Per Student	707

Enrollment (2024)	36
Capacity @ 90%	63
Open Seats	27
Utilization	57.1%

Exhibit 103. Mapaville State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
10	3	2	1	1	1	10	70	63	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
7	2	2	1	4	0	36	57.1%	27

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
31	33	33	36

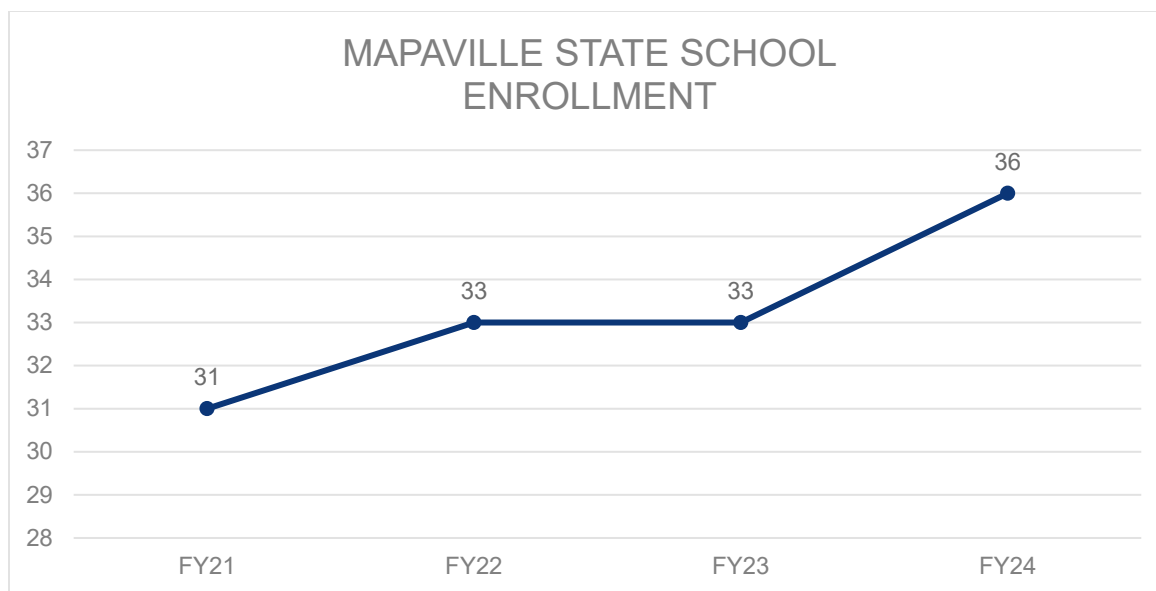


Exhibit 104. Mapaville State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
Mapaville State School		\$ 414,564	\$912,458	\$243,606	\$368,515	\$1,939,143
Site						
Asphalt						
The Parking Lots have cracks with potholes and should be replaced.			\$ 402,705			\$ 402,705
Landscaping						
New Retaining Wall is needed in back as it is failing.			\$ 18,274			\$ 18,274
Main (1980)						
Ext. Windows						
The Seals on the Exterior Windows are failing.			\$ 165,095			\$ 165,095
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 368,515	\$ 368,515
Intercom						
There is no Security Alarm System and one should be installed.	\$ 52,645					\$ 52,645
Ext. Doors						
The Exterior Doors are degraded and Beyond Expected Life.			\$ 82,547			\$ 82,547
Int. Door						
The Interior Doors are damaged, chipped.				\$ 175,484		\$ 175,484
Floor Finishes - Carpet						
The VCT flooring in Cafeteria, Closets and Restrooms needs to be Replaced.				\$ 68,123		\$ 68,123
Cabinetry and Countertops						
The Equipment is outdated, has corroded Hinges and the Laminate is peeling.			\$ 164,253			\$ 164,253
Kitchen Equipment						
The Dishwasher is currently broken. Other equipment is failing.			\$ 79,584			\$ 79,584
Water Dist. - Pipes						
(1) HWH - Beyond expected life.	\$ 95,856					\$ 95,856
Exh. Vent. Sys.						
There are no Exhaust Fans in any of the Restrooms. Recommend installation to improve indoor air quality.	\$ 15,917					\$ 15,917
Plumbing Fixt.						
The Plumbing Fixtures are corroded, worn and Beyond Expected Life.	\$ 239,640					\$ 239,640
Technology						
The staff uses MSSD Hotspots. They need more WAPs.	\$ 10,505					\$ 10,505
Grand Total		\$ 414,564	\$912,458	\$243,606	\$368,515	\$1,939,143

Exhibit 105. Mapaville State School – Sample Photos

Cabinets



Interior Finishes



Gymnasium



Kitchen Flooring



Exterior Brick



Asphalt Parking



Playground



Exterior Material and Roof



Exhibit 106. Mapaville State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION						
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good						
	ACCUSTICS	YES	NO	N/A	RATING (1-3)	COMMENTS
1	Is excessive interior or exterior noise present?		X		3	
2	Are absorptive panels located on interior walls?	X			1	Hallways: Carpet on 1/2 walls.
3	Is HVAC noise excessive?		X		3	
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3)	COMMENTS
4	Does the environment feel home-like?	X			3	Very nice. Well kept.
5	Are ceiling heights less than 10' in classrooms?	X			2	9 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3	
7	Are materials non-glaring?	X			3	
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3	
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3	
	LIGHTING	YES	NO	N/A	RATING (1-3)	COMMENTS
10	Is natural light available?	X			3	
11	Are blinds available to limit natural light and glare?		X		0	Need Blinds
12	Are the lights LED?	X			3	
13	Is full-spectrum lighting available (kelvin)?		X		0	
14	Is color-tunable lighting available?		X		0	
15	Are lighting dimmers available?		X		0	
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3)	COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3	
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3)	COMMENTS
17	Is natural lighting available?	X			3	
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2	
19	Are areas for outdoor learning available?	X			3	
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3)	COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3	
21	Are alarms installed side and rear exterior doors?		X		0	
22	Does the front entrance have a secured vestibule?	X			3	
23	Does the front office have direct line of sight to the entry and parking lot?		X		1	Minimal.
24	Is the building equipped with security cameras and alarm systems?	X			2	Cameras but No Alarm System.
25	Are the windows non-wire framed?	X			3	
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3	
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3	
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3)	COMMENTS
28	Are communal areas available for social interaction within the school?	X			3	
	PARENT AREAS	YES	NO	N/A	RATING (1-3)	COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0	
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3)	COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3	
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3	
	ELEVATORS	YES	NO	N/A	RATING (1-3)	COMMENTS
32	If the building has multiple floors, are elevators available?			X		
33	If there are stairs, are chair lifts available?			X		
	WAYFINDING	YES	NO	N/A	RATING (1-3)	COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0	
35	Does signage include brail?		X		0	
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3	

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	Sensory Rooms.
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?		X		0	Cafeteria
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	Very nice.
47	Are their dedicated rooms for OT/PT?	X			3	Classroom.
48	Are sensory or respite rooms available?	X			3	Sensory Classrooms (2)
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	Everyone.
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			2	Not Adjustable.
54	Is a shower available in the restrooms with a shower wand?	X			1	(1) Tub in Building (Life Skills Area).
55	Is entry accessible into the shower?		X		0	Tub Only.
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		1	Portable Hoyer Lift Only.

Exhibit 107. Mapaville State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sSCOREnked you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	2	X		Some Equipment is stored in the hallway.
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sSCOREnkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sSCOREnkler heads?				N/A
57. Are sSCOREnkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X		
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 108. Mapaville State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	X			
2	There is one clearly marked and designated entrance for visitors	2	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3				
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	3	X			

MAPLE VALLEY STATE SCHOOL



Executive Summary

Maple Valley State School was constructed in 1974 and is located in Kansas City, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, HVAC, cabinetry, electrical, plumbing fixtures, and wall systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including exterior windows, exterior doors, asphalt, landscaping, playground equipment and site lighting. A total of \$3,653,170 in deferred maintenance needs were identified.

Key Information

Address	2575 NE BARRY ROAD, KANSAS CITY, MO 64155
----------------	---

Area	1
Year Constructed	1974
Age (Years)	50
Building Size (Sq. Ft.)	26,395
Site Size (Acres)	4.28
Est. Replacement Value	\$19,200,973

FRL % (FY23)	32%
1-Way Bus Ride (Avg)	39
1-Way Bus Ride (Max)	94
Maintenance Score	67%
Safety Security Score	71%
Educational Adequacy Score	74%

Deferred Maintenance	\$6,560,171
Condition Rank (out of 34)	8
FCI (5-Yr) Age/Condition	34.2%
Sq. Ft. Per Student	677

Enrollment (2024)	39
Capacity @ 90%	63
Open Seats	24
Utilization	61.9%

Exhibit 109. Maple Valley State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
10	1	0	1	1	1	10	70	63	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
7	1	0	3	4	0	39	61.9%	24

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
45	38	39	39

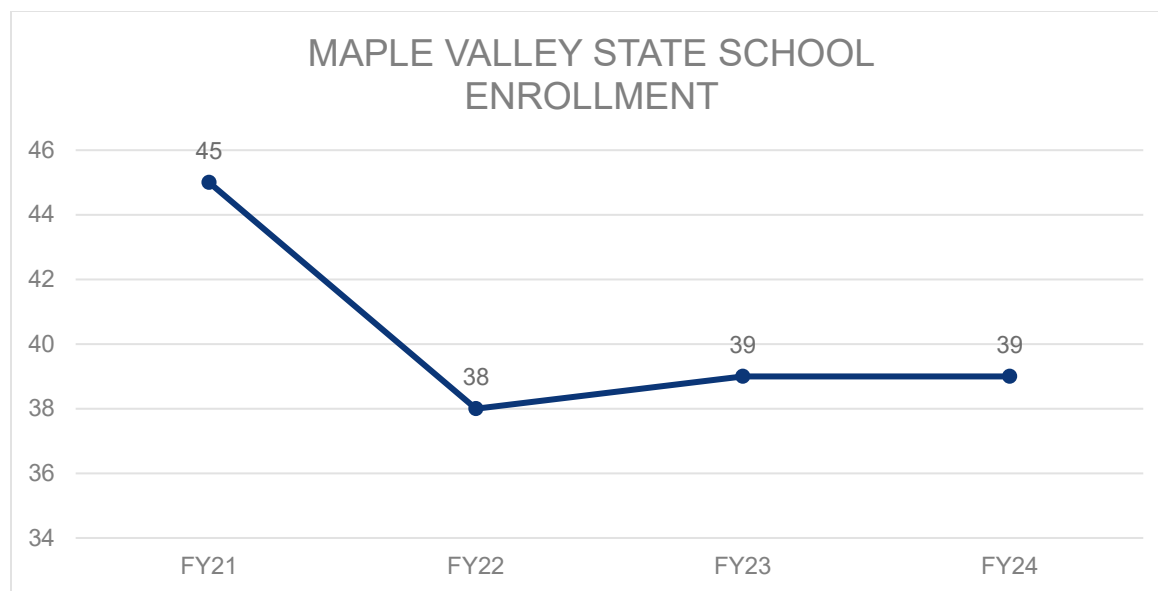


Exhibit 110. Maple Valley State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
Maple Valley State School		\$1,595,191	\$1,120,040	\$539,498	\$398,441	\$3,653,170
Site						
Asphalt						
A2 Parking Lot and Driveways			\$ 234,345			\$ 234,345
Playground Equipment						
PE1: The Playground Equipment is outdated and aesthetically poor, but functional.				\$ 362,931		\$ 362,931
PE2: The Playground Equipment Fall Surface has rubber tires with large cracks and separating. This presents a trip hazard.	\$ 362,931					\$ 362,931
Site Lighting						
The Site Electrical Utilities are old, outdated, worn and degraded. Upgraded.			\$ 27,563			\$ 27,563
Landscaping						
The Landscaping is overgrown and worn. It needs upgrade and refresh.				\$ 48,234		\$ 48,234
Main (1974)						
Ext. Windows						
The seals on Exterior Windows are broken and they are single pane.				\$ 85,555		\$ 85,555
Fire Sprinkler						
A Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 381,944	\$ 381,944
Intercom						
There is no Security Alarm System.	\$ 54,563					\$ 54,563
Ext. Doors						
The Exterior Doors are Beyond Expected Life but Functional.				\$ 42,778		\$ 42,778
Int. Door						
The Interior Doors are damaged, scratched and sticking.			\$ 181,878			\$ 181,878
Sub-Panels						
The Lighting is Fluorescent, burnt out and yellowed. Upgrade to LED.	\$ 54,563					\$ 54,563
Cabinetry and Countertops						
The Cabinets and Countertops are worn.			\$ 170,238			\$ 170,238
Air Dist. Sys.						
The Air Handling Units (AHUs) are degraded, corroding and Beyond Life.			\$ 140,223			\$ 140,223
Rooftop Unitary A/C – Cooling w/Gas Heat						
Staff noted these Rooftop units are original. They are worn and Beyond Expected Life.	\$ 1,123,133					\$ 1,123,133
Emergency Lighting						
No Emergency Lighting was observed but it is needed.					\$ 16,497	\$ 16,497
Int. Walls						
The Interior Wall at staircase has small crack.			\$ 365,793			\$ 365,793
Grand Total		\$1,595,191	\$1,120,040	\$539,498	\$398,441	\$3,653,170

Exhibit 111. Maple Valley State School – Sample Photos

Cabinet and Fixture



Cabinetry



Hallway Finishes



Interior Finishes



Front Entrance



Asphalt Parking



Exterior Material and Roof



Playground



Exhibit 112. Maple Valley State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?		X		1 White
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		0 Fluorescent.
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			2
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3 Nature Areas.
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		1 Playground Only.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			1 Front Entrance Only.
24	Is the building equipped with security cameras and alarm systems?	X			1 Cameras Only
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Conference Room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	Sensory Room.
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	Home Living.
47	Are their dedicated rooms for OT/PT?	X			3	P.E.
48	Are sensory or respite rooms available?	X			3	Sensory Room.
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classrooms.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 113. Maple Valley State School – Maintenance Assessment

MAINTENANCE ASSESSMENT					
ENTRANCES		SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	1			X	Dark, Tucked into Cornery.
2. Are floor mats provided on the inside of all entrances?	3	X			
3. Are floor mats maintained to prevent tripping?	3	X			
4. Are steps in good condition with no broken or loose steps?				N/A	
5. Is a handrail installed and is it firmly attached?				N/A	
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0			X	None Observed
HALLWAYS		SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	2	X			Upgrade Lighting to LEDs.
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X			
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X			
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	2		X		One broken tile missing.
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X			
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X			
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X			
STAIRS AND STAIRWAYS		SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A	
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A	
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A	
17. Are handrails installed securely and in good condition?				N/A	
18. Are emergency lights and exit signs in good working order?				N/A	
19. Are landings free of storage materials?				N/A	
20. Is storage allowed under the stairs?				N/A	
EXITS		SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X			
22. Do all exit doors open outwards with the path of egress?	3	X			
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X			
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X			
CLASSROOMS		SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X			
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3			X	
27. Are closets and storage rooms clean and orderly?	3	X			
28. Are fire escape route plans accurate and in plain sight?	3	X			
29. Is adequate aisle space provided for a quick exit of students?	3	X			
GYMNASIUMS		SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A	
31. Is the floor in good condition?	3	X			
32. Are all exits properly marked and maintained?	3	X			
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A	
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A	
AUDITORIUMS		SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A	
36. Are the stairs leading to the stage provided with a handrail?				N/A	
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A	
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X			
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X			
40. Are items stored neat and orderly?	1			X	Disorderly.
41. Are the floors free of standing water or liquids?	3	X			

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1		X	Inspection Tags out of date.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	2			Minor stained tiles observed under RTU Only.
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 114. Maple Valley State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	1		X		Playground only.
2	There is one clearly marked and designated entrance for visitors	0		X		None observed.
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed.
4	Restricted areas are clearly marked	0		X		None observed.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	1		X		Grounds has debris/equip.
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	1		X		1 Light Pole.
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	2	X			
21	Outside hardware has been removed from all doors except at points of entry.	3	X			
22	Ground floor windows:					
	a. have no broken panes;	2	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	3	X			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	3	X			
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	3	X			

MISSISSIPPI VALLEY STATE SCHOOL



Executive Summary

Mississippi Valley State School was constructed in 1977 and is located in Hannibal, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, cabinetry, fire alarm, plumbing fixtures, and technology systems. Further, exterior items were noted as deficient including asphalt, fencing, playground equipment, exterior site lighting, exterior windows, and exterior doors. A total of \$1,657,728 in deferred maintenance needs were identified.

Key Information

Address	312 MUNGER LANE, HANNIBAL, MO 63401
----------------	-------------------------------------

Area	3
Year Constructed	1977
Age (Years)	47
Building Size (Sq. Ft.)	18,105
Site Size (Acres)	7
Est. Replacement Value	\$13,220,118

FRL % (FY23)	81%
1-Way Bus Ride (Avg)	38
1-Way Bus Ride (Max)	95
Maintenance Score	71%
Safety Security Score	61%
Educational Adequacy Score	65%

Deferred Maintenance	\$3,479,768
Condition Rank (out of 34)	18
FCI (5-Yr) Age/Condition	26.3%
Sq. Ft. Per Student	754

Enrollment (2024)	24
Capacity @ 90%	44.1
Open Seats	20.1
Utilization	54.4%

Exhibit 115. Mississippi Valley State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
7	1	1	1	1	1	7	49	44.1	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
4	3	1	1	2	0	24	54.4%	20.1

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
24	23	24	24

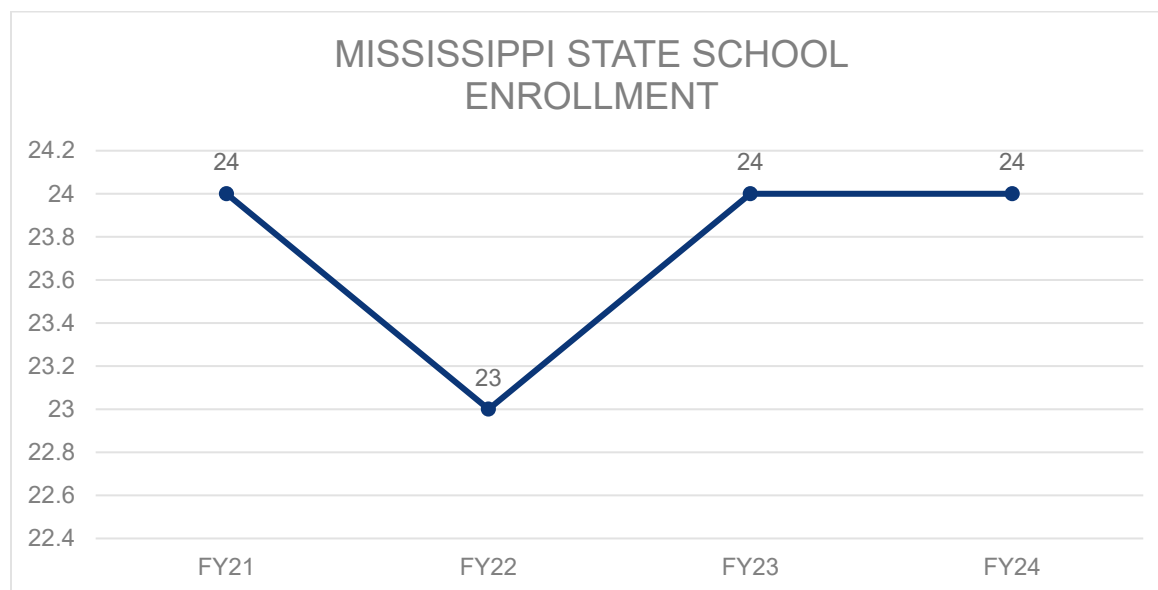


Exhibit 116. Mississippi Valley State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	4	5	Grand Total
	1					
Mississippi Valley State School	\$ 166,526	\$959,695	\$478,848	\$11,316	\$41,344	\$1,657,728
Site						
Asphalt						
Parking lot is cracked and has various potholes.		\$ 542,116				\$ 542,116
Fences and Gates						
Fencing only at playground. Add around all exterior classroom doors.	\$ 16,538					\$ 16,538
Playground Equipment						
The Playground Equipment is worn with slight damage but functional.			\$ 223,300			\$ 223,300
Site Lighting						
There are no lights in the Parking Lot. Add lights.					\$ 41,344	\$ 41,344
Main (1977)						
Ext. Windows						
Exterior window seals are failing.		\$ 117,369				\$ 117,369
Intercom						
There is no Security Alarm System and one should be installed.	\$ 37,426					\$ 37,426
The Intercom is functioning poorly; it is hard to hear and understand.	\$ 37,426					\$ 37,426
Ext. Doors						
Exterior Doors are Beyond Expected Life.		\$ 58,685				\$ 58,685
Int. Door						
The Interior Doors are damaged, Beyond Expected Life and contain wireframe-containing glass.		\$ 124,755				\$ 124,755
Cabinetry and Countertops						
Cabinets and countertops are original and Beyond Expected Life; also chipped and peeling.		\$ 116,770				\$ 116,770
Water Dist. - Pipes						
There are 2 Hot Water Heaters Beyond Expected Life.			\$ 85,183			\$ 85,183
Exh. Vent. Sys.						
The Exhaust Fans are missing in a lot of the Restrooms.				\$ 11,316		\$ 11,316
Fire Alarm						
The fire alarm system is beyond it's expected life, and should be upgraded.	\$ 67,667					\$ 67,667
Plumbing Fixt.						
The Plumbing Fixtures are worn and degraded.			\$ 170,365			\$ 170,365
Technology						
The WiFi and Telephones are terrible per staff.	\$ 7,468					\$ 7,468
Grand Total	\$ 166,526	\$959,695	\$478,848	\$11,316	\$41,344	\$1,657,728

Exhibit 117. Mississippi Valley State School – Sample Photos

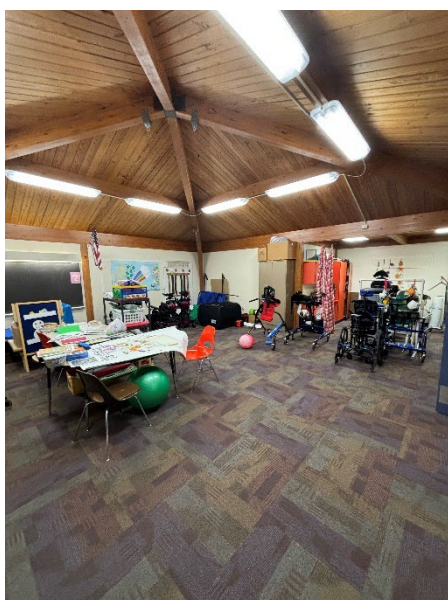
Cabinetry



Interior Door



Classroom Finishes



Front Entrance



Exterior Window



Asphalt Parking



Retaining Wall



Exterior Material and Walkway



Exhibit 118. Mississippi Valley State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?		X		3 Vaulted Ceilings.
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			1 Grey and White.
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?		X		0
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		1 Playground Only. Retaining wall is a risk.
21	Are alarms installed side and rear exterior doors?	X			2 Some Classrooms.
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			1 No Security Alarm System.
25	Are the windows non-wire framed?		X		0 Interior Doors have wire-frame in windows.
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3 Exterior Access.
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		1 Approx. 60 inches.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			2	Sensory Room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?		X		0	Cafeteria
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	"Home Living"
47	Are their dedicated rooms for OT/PT?	X			3	Classroom
48	Are sensory or respite rooms available?	X			3	Sensory Room
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classroom with curtain.
54	Is a shower available in the restrooms with a shower wand?		X		1	One Tub in school with a wand.
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		1	Mobile

Exhibit 119. Mississippi Valley State School – Maintenance Assessment

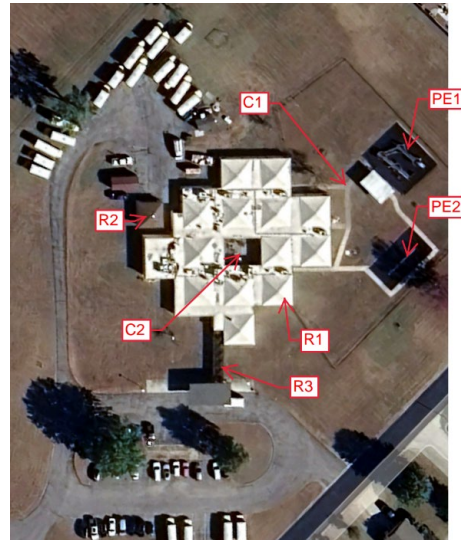
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	1	X		Siding is worn and damaged in areas.
60. Are flat roofs free from standing water and debris?	3	X		
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 120. Mississippi Valley State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	1	X			Playground Only.
2	There is one clearly marked and designated entrance for visitors	0		X		
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		No Signage.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	2	X			No Security Alarm
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	2	X			No Security Alarm
	g. Boiler Room	2	X			No Security Alarm
	h. Electrical Rooms	2	X			No Security Alarm
	i. Phone line access closet	2	X			No Security Alarm
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	0		X		

NEW DAWN STATE SCHOOL



Executive Summary

New Dawn State School was constructed in 1975 and is located in Sikeston, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, cabinetry, kitchen equipment, fire alarm, wall finishes, plumbing fixtures, and technology systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including exterior doors, exterior windows, asphalt, playground fall surface, fencing, playground equipment, site lighting, and concrete walkways. A total of \$2,024,126 in deferred maintenance needs were identified.

Key Information

Address 710 GLENN DRIVE, SIKESTON, MO 63801

Area	3
Year Constructed	1975
Age (Years)	49
Building Size (Sq. Ft.)	16,555
Site Size (Acres)	8
Est. Replacement Value	\$12,065,197

FRL % (FY23)	69%
1-Way Bus Ride (Avg)	31
1-Way Bus Ride (Max)	76
Maintenance Score	69%
Safety Security Score	54%
Educational Adequacy Score	73%

Deferred Maintenance	\$3,668,407
Condition Rank (out of 34)	10
FCI (5-Yr) Age/Condition	30.4%
Sq. Ft. Per Student	502

Enrollment (2024)	33
Capacity @ 90%	44.1
Open Seats	11.1
Utilization	74.8%

Exhibit 121. New Dawn State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
7	0	1	0	1	1	7	49	44.1	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
5	0	1	2	0	0	33	74.8%	11.1

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
39	36	31	33

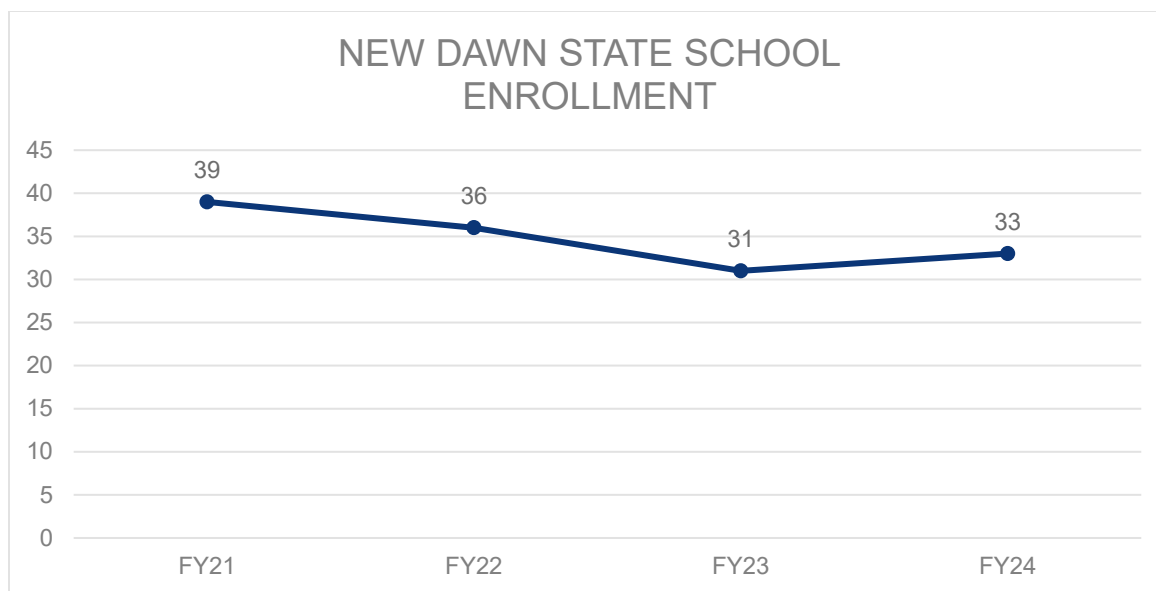


Exhibit 122. New Dawn State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority					
	1	2	3	4	5	Grand Total
New Dawn State School	\$ 292,764	\$ 508,741	\$ 917,604	\$ 239,556	\$ 65,461	\$ 2,024,126
Site						
Asphalt						
The Parking Lots have minor cracking and should be replaced within 5 years.			\$ 590,165			\$ 590,165
Playground Fall Surface						
PE1: The Playground Rubber Tiles are failing.	\$ 62,741					\$ 62,741
Fences and Gates						
The Fencing is beat up and worn. Extend to all exterior		\$ 20,431				\$ 20,431
Extend fencing to all exterior doors for student safety.				\$ 51,680		\$ 51,680
Playground Equipment						
PE1: The Playground Structure is faded.	\$ 85,362					\$ 85,362
PE2: The Playground Equipment (Swings) are corroded.		\$ 28,454				\$ 28,454
Site Lighting						
The Light Poles are corroded and very old.	\$ 13,781					\$ 13,781
The Site needs 2 more Light Poles.				\$ 13,781		\$ 13,781
Concrete						
Add sidewalks to extended to the Parking Lot for egress from exterior doors.	\$ 38,094					\$ 38,094
Main (1975)						
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.				\$ 239,556		\$ 239,556
Intercom						
The Intercom System is terrible per staff.	\$ 34,222					\$ 34,222
There is no Security Alarm System but one is needed.		\$ 34,222				\$ 34,222
Ext. Doors						
The Exterior Doors are worn and Beyond Expected Life.			\$ 53,661			\$ 53,661
Int. Door						
The Interior Doors are worn, damaged and Beyond Expected Life.		\$ 114,074				\$ 114,074
Cabinetry and Countertops						
The Cabinets and Counters are worn out and Beyond Expected Life.			\$ 106,774			\$ 106,774
Kitchen Equipment						
The Oven and Range take a long time to heat up, and need to be replaced.	\$ 51,734					\$ 51,734
Water Dist. - Pipes						
The (4) Hot Water Heaters are Beyond Expected Life and due for replacement.		\$ 155,780				\$ 155,780
Fire Alarm						
The Fire Detection Alarm System is starting to show signs of wear through the number of "faults" occurring.			\$ 61,874			\$ 61,874
Wall Finishes						
The Interior Walls are dirty, scuffed, and need to be refreshed with new paint.			\$ 105,131			\$ 105,131
Plumbing Fixt.						
The Plumbing Fixtures are corroded, worn and Beyond Expected Life.		\$ 155,780				\$ 155,780
Technology						
The Telephone System is terrible per staff.	\$ 6,829					\$ 6,829
Grand Total	\$ 292,764	\$ 508,741	\$ 917,604	\$ 239,556	\$ 65,461	\$ 2,024,126

Exhibit 123. New Dawn State School – Sample Photos

Interior Window



Interior Door



Interior Finishes



Interior Ceiling



Exterior Site Lighting



Asphalt Parking



Exterior Material and HVAC



Exterior Fencing



Exhibit 124. New Dawn State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?	X			2 In the Gym and Hallways.
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2 Well kept. Calm.
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3 Courtyard.
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			1 (2) Ext. Doors not fenced in.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		1 Vestibule is not secured.
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			3 Cameras Only.
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0 Too high. Printed on paper.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	Courtyard. Gardening.
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	Home Living.
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	Sensory Room
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classrooms
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			1	Mobile unit.

Exhibit 125. New Dawn State School – Maintenance Assessment

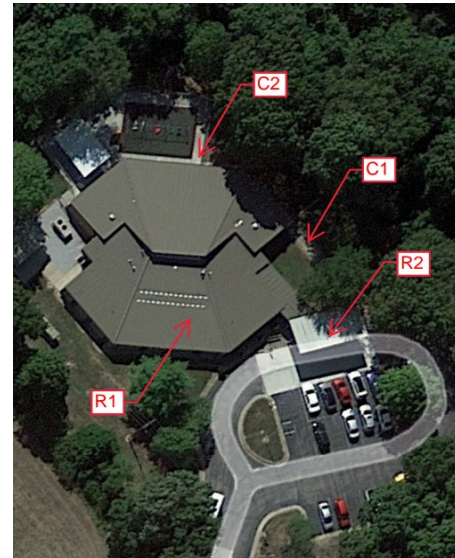
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	2	X		Extend sidewalk to Evacuation Point.
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	0		X	
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	2		X	Some spray bottles with no labels.
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	2	X		Inspection Tags out of date.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3	X	X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	0		X	
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 126. New Dawn State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Extend to all Ext. Doors
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed.
4	Restricted areas are clearly marked	0		X		None observed.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	0		X		Pilot Lights failed.
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	0		X		Parking Lot Lights failed.
11	Lighting is provided at entrances and other points of possible intrusion.	2	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
2	Play areas are fenced.	2	X			
15	Playground equipment has tamper-proof fasteners	3	X			Fence is only 4 feet.
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	0		X		Parking Lot Lights failed.
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	3	X			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		Open
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs					
	f. Nurses Office	0		X		Open
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	1	X			Intercom is bad.
	b. Duty stations	1	X			Intercom is bad.
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	0		X		

OAKVIEW STATE SCHOOL



Executive Summary

Oakview State School was constructed in 1980 and is located in Monett, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as intercom, cabinetry, roof, exhaust fans, plumbing fixtures, and technology systems. Further, exterior items were noted as deficient including playground fall surface, playground equipment, exterior windows, and exterior doors. A total of \$731,033 in deferred maintenance needs were identified.

Key Information

Address	200 LINDEN AVENUE, MONETT, MO 65708		
Area	2	FRL % (FY23)	5%
Year Constructed	1980	1-Way Bus Ride (Avg)	35
Age (Years)	44	1-Way Bus Ride (Max)	70
Building Size (Sq. Ft.)	9,628	Maintenance Score	93%
Site Size (Acres)	2	Safety Security Score	60%
Est. Replacement Value	\$6,821,121	Educational Adequacy Score	65%
Deferred Maintenance	\$1,631,089	Enrollment (2024)	19
Condition Rank (out of 34)	23	Capacity @ 90%	37.8
FCI (5-Yr) Age/Condition	23.9%	Open Seats	18.8
Sq. Ft. Per Student	507	Utilization	50.3%

Exhibit 127. Oakview State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
6	1	0	1	1	1	6	42	37.8	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
4	2	0	1	0	0	19	50.3%	18.8

Support / Admin		
Office	Nurse	Kitchen
1	1	0

Enrollment			
FY21	FY22	FY23	FY24
14	12	17	19

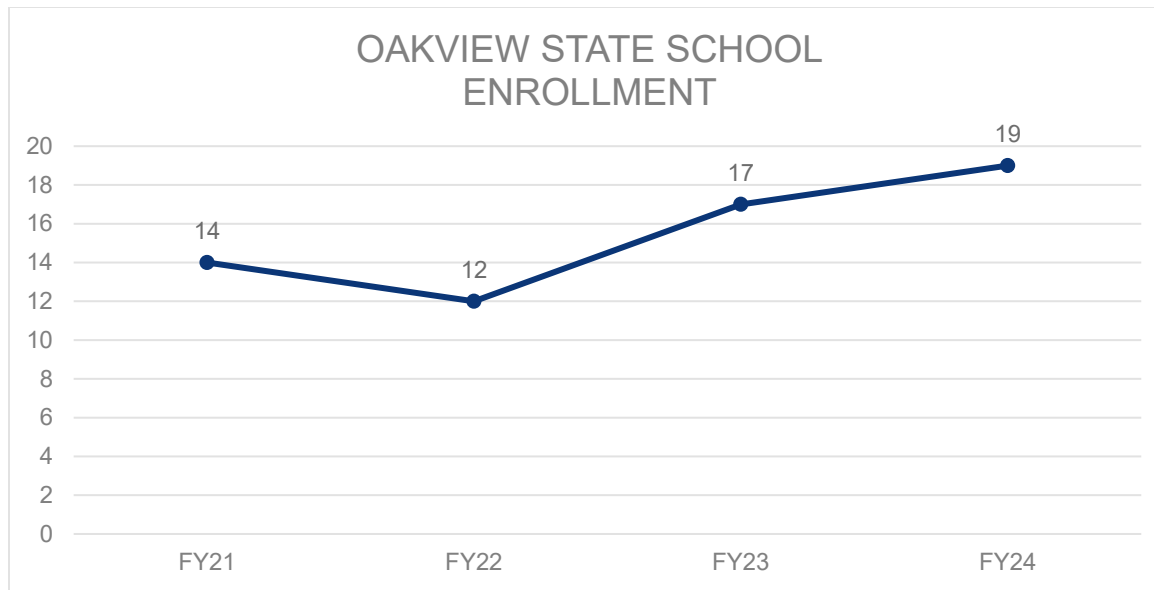


Exhibit 128. Oakview State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority 1	2	3	Grand Total
Oakview State School	\$ 480,743	\$156,985	\$93,305	\$ 731,033
Site				
Playground Fall Surface				
The Playground Fall Surface is Rubber Tiles.	\$ 36,489			\$ 36,489
Playground Equipment				
The Playground Equipment is worn. Need a structure.	\$ 66,193			\$ 66,193
Main (1980)				
Ext. Windows				
The Exterior Windows are failing and have broken seals.		\$ 62,415		\$ 62,415
Intercom				
There is no Intercom System.	\$ 19,903			\$ 19,903
Ext. Doors				
The Exterior Doors are beat up, scratched with worn hardware.			\$ 31,208	\$ 31,208
Cabinetry and Countertops				
Cabinets and Counters are degraded, damaged and Beyond Expected Life.			\$ 62,097	\$ 62,097
Roof				
R1: The Main Building Roof is leaking.	\$ 352,142			\$ 352,142
Exh. Vent. Sys.				
The Exhaust Fans do not work.	\$ 6,018			\$ 6,018
Plumbing Fixt.				
The Plumbing Fixtures are degraded, worn and corroded.		\$ 90,598		\$ 90,598
Technology				
The WiFi is terrible per Staff.		\$ 3,972		\$ 3,972
Grand Total	\$ 480,743	\$156,985	\$93,305	\$ 731,033

Exhibit 129. Oakview State School – Sample Photos

Cabinet and Fixture



Classroom Finishes



Interior Finishes



Window and Wall Finish



Exterior HVAC Unit



Asphalt Parking



Playground



Exterior Door



Exhibit 130. Oakview State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?	X			1 8 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			2
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?		X		0
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		X		0
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Playground Only
21	Are alarms installed side and rear exterior doors?	X			1 One Door has an alarm
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		1 Barely Front Door
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Conference Room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			1	Small
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	Home Living
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?		X		0	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	In Classrooms
54	Is a shower available in the restrooms with a shower wand?	X			2	Men's Restroom is missing the shower wand.
55	Is entry accessible into the shower?	X			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		1	Mobile unit.

Exhibit 131. Oakview State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	2	X		Inspection Tag not current
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	1		X	Roof leaks in hallway
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 132. Oakview State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground only
2	There is one clearly marked and designated entrance for visitors	0		X		None observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed
4	Restricted areas are clearly marked	0		X		None observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	1		X		Need more lights
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			Some seals Broken
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	1		X		Barely

PARKVIEW STATE SCHOOL



Executive Summary

Parkview State School was constructed in 1977 and is located in Cape Girardeau, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, cabinetry, water heater, fire alarm, wall finish, plumbing fixtures, and technology systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including exterior doors, asphalt, playground fall surface, playground equipment, and exterior site lighting. A total of \$1,701,106 in deferred maintenance needs were identified.

Key Information

Address	1020 SOUTH PARKWAY DRIVE, CAPE GIRARDEAU, MO 63703
----------------	--

Area	3
Year Constructed	1977
Age (Years)	47
Building Size (Sq. Ft.)	19,265
Site Size (Acres)	9
Est. Replacement Value	\$13,494,701

FRL % (FY23)	79%
1-Way Bus Ride (Avg)	40
1-Way Bus Ride (Max)	99
Maintenance Score	87%
Safety Security Score	71%
Educational Adequacy Score	72%

Deferred Maintenance	\$3,708,890
Condition Rank (out of 34)	15
FCI (5-Yr) Age/Condition	27.5%
Sq. Ft. Per Student	642

Enrollment (2024)	30
Capacity @ 90%	50.4
Open Seats	20.4
Utilization	59.5%

Exhibit 133. Parkview State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
8	1	1	1	1	1	8	56	50.4	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
6	2	0	2	2	0	30	59.5%	20.4

Support / Admin		
Office	Nurse	Kitchen
4	1	1

Enrollment			
FY21	FY22	FY23	FY24
29	27	26	30

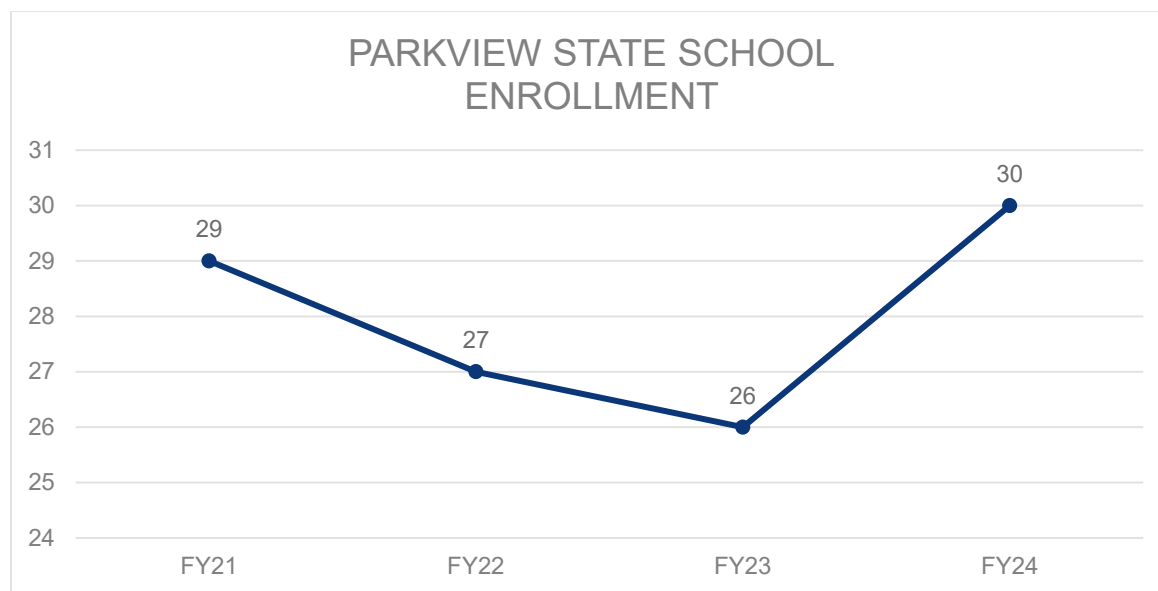


Exhibit 134. Parkview State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	Grand Total
Parkview State School		\$ 278,771	\$711,971	\$710,365	\$1,701,106
Site					
Asphalt					
Parking lot is cracking and getting minor sized potholes.				\$ 59,737	\$ 59,737
Playground Fall Surface					
PE1: Rubber tiles are failing and should be upgraded with PIP rubber.			\$ 73,011		\$ 73,011
PE2: Rubber tiles are failing and should be upgraded with PIP rubber.			\$ 73,011		\$ 73,011
Playground Equipment					
PE1: Equipment is sunfaded and worn.			\$ 132,447		\$ 132,447
PE2: Swings are worn and in need of upgrade.			\$ 132,447		\$ 132,447
Site Lighting					
Site lighting poles and fixtures are worn and need upgraded.				\$ 27,563	\$ 27,563
Main (1977)					
Fire Sprinkler					
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.		\$ 278,771			\$ 278,771
Intercom					
Intercom system is beyond life and worn.			\$ 39,824		\$ 39,824
Ext. Doors					
The exterior doors are original, beyond life, and worn.				\$ 62,445	\$ 62,445
Int. Door					
Interior doors are damaged, beyond life, and worn.				\$ 132,748	\$ 132,748
Cabinetry and Countertops					
Cabinets and countertops are beyond life, degraded, and worn.				\$ 124,252	\$ 124,252
Water Dist. - Pipes					
Hot water heater is corroded, beyond life, and has degraded.			\$ 181,281		\$ 181,281
Fire Alarm					
Fire alarm control panel has trouble issues and is beyond useful life.			\$ 72,002		\$ 72,002
Wall Finishes					
Paint is scuffed, damaged, and needs refreshed.				\$ 122,340	\$ 122,340
Plumbing Fixt.					
Plumbing fixtures are corroded, beat up, and worn out.				\$ 181,281	\$ 181,281
Technology					
Wifi is hit or miss per staff.			\$ 7,947		\$ 7,947
Grand Total		\$ 278,771	\$711,971	\$710,365	\$1,701,106

Exhibit 135. Parkview State School – Sample Photos

Cabinet and Fixture



Interior Door



Ceiling Finishes



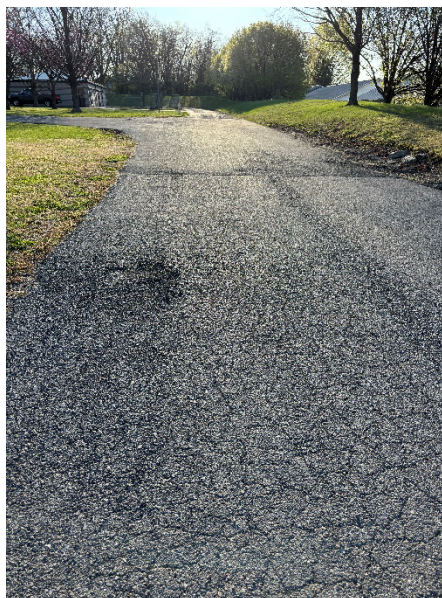
Interior Finishes



Exterior Material



Asphalt Parking



Playground



Exterior Rooftop HVAC Unit



Exhibit 136. Parkview State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		x		3
2	Are absorptive panels located on interior walls?	x			1 Some carpet on walls
3	Is HVAC noise excessive?		x		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	x			2 Nice layout
5	Are ceiling heights less than 10' in classrooms?		x		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	x			3
7	Are materials non-glaring?	x			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	x			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	x			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	x			3
11	Are blinds available to limit natural light and glare?	x			2 Sometimes
12	Are the lights LED?	x			3
13	Is full-spectrum lighting available (kelvin)?		x		0
14	Is color-tunable lighting available?		x		0
15	Are lighting dimmers available?		x		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	x			3 Sensory room.
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	x			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	x			3
19	Are areas for outdoor learning available?	x			3 Garden
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	x			3
21	Are alarms installed side and rear exterior doors?		x		0
22	Does the front entrance have a secured vestibule?	x			1 Not secured
23	Does the front office have direct line of sight to the entry and parking lot?		x		0
24	Is the building equipped with security cameras and alarm systems?	x			3
25	Are the windows non-wire framed?		x		0 Several on doors
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	x			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?		x		2 OA-FMDC office unlocked
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	x			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		x		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	x			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	x			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			x	
33	If there are stairs, are chair lifts available?			x	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		x		0
35	Does signage include brail?		x		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		x		0 Too high ~ 72"

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	x			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	x			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		x		1	Sensory room.
40	Is there adequate bus/van drop-off zones?	x			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	x			3	Nurse
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	x			3	
43	Is there a separate space for a gym?	x			3	
44	Is there a separate space for a kitchen?	x			3	
45	Is there a separate space for administration offices?	x			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	x			3	
47	Are their dedicated rooms for OT/PT?	x			3	
48	Are sensory or respite rooms available?	x			3	Sensory room.
49	Is a health center / nurse's office available in the school?	x			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	x			2	A few in the hallway
51	Are restrooms sized to accommodate equipment and personnel assistance?	x			3	
52	Are restrooms equipped with storage and supplies?	x			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		x		1	in classrooms
54	Is a shower available in the restrooms with a shower wand?	x			1	No wand
55	Is entry accessible into the shower?	x			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		x		1	Mobile

Exhibit 137. Parkview State School – Maintenance Assessment

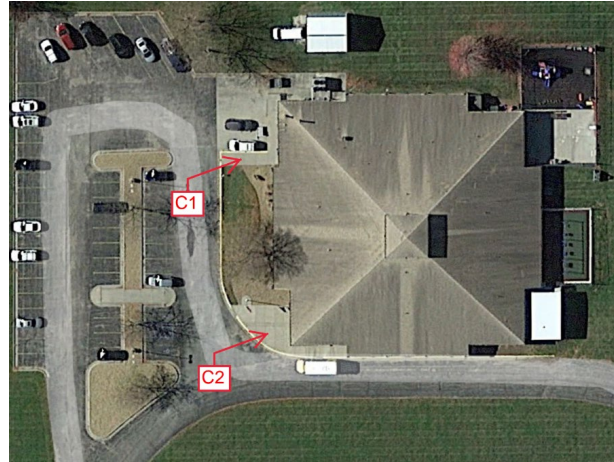
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	x		
2. Are floor mats provided on the inside of all entrances?	3	x		
3. Are floor mats maintained to prevent tripping?	3	x		
4. Are steps in good condition with no broken or loose steps?				
5. Is a handrail installed and is it firmly attached?				
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		x	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	x		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	x		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	x		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	x		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	x		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	1		x	Some doors blocked.
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	x		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				NA
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				
17. Are handrails installed securely and in good condition?				
18. Are emergency lights and exit signs in good working order?				
19. Are landings free of storage materials?				
20. Is storage allowed under the stairs?				
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	x		
22. Do all exit doors open outwards with the path of egress?	3	x		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	1		x	Door handles are obstructed
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	1		x	Hallways are equip storage
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	1		x	Door handles are obstructed
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		x	
27. Are closets and storage rooms clean and orderly?	3	x		
28. Are fire escape route plans accurate and in plain sight?	3	x		
29. Is adequate aisle space provided for a quick exit of students?	3	x		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	x		
31. Is the floor in good condition?	3	x		
32. Are all exits properly marked and maintained?	3	x		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?	0		x	
34. Are locker rooms and shower facilities kept clean and free of standing water?				NA
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				NA
36. Are the stairs leading to the stage provided with a handrail?				
37. Are backstage areas lighted sufficiently to prevent slips and falls?				
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	x		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	x		
40. Are items stored neat and orderly?	3	x		
41. Are the floors free of standing water or liquids?	3	x		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	x		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	x		
44. Are the floors free of standing water or liquids?	3	x		
45. Are electrical panels and breaker boxes clear of obstructions?	3	x		
46. Are electrical boxes, switches and receptacles covered?	3	x		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	x		
48. Are hazardous materials containers labeled?	3	x		
49. Are eyewash/emergency shower available and functional?				NA
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	x		
51. Is the restroom well lit?	3	x		
52. Are the restrooms maintained clean and sanitary?	3	x		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	x		Inspection tage outdated
54. Are sprinkler system functional/inspected/documented?				NA
55. Are smoke/heat detectors functional and inspected?	1	x		FACP in trouble issue
56. Is there a minimum 18" clearance below sprinkler heads?				NA
57. Are sprinkler valves locked open?				NA
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	x		
59. Is there any damage to skirting or siding?	3		x	
60. Are flat roofs free from standing water and debris?				NA
61. Are building ceilings and walls free of active roof leaks?	3	x		
62. Are roofs checked often?	3	x		
63. Are roofs checked for snow/water loads?	3	x		
64. Are wooden trusses checked?	3	x		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	0		x	
66. Are No Idling signs posted (required by RSA 200:11a)?				NA

Exhibit 138. Parkview State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	x			
2	There is one clearly marked and designated entrance for visitors	0		x		None observed.
3	Signs are posted for visitors to report to main office through a designated entrance.	0		x		
4	Restricted areas are clearly marked	0		x		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	x			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	x			
7	Bus loading and drop-off zones are clearly defined.	3	x			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	x			
	b. Locks/Hardware	3	x			
	c. Storage Sheds	3	x			
	d. Windows	3	x			
	e. Other exterior buildings				x	
9	Parent drop-off and pick-up area is clearly defined.	3	x			
10	There is adequate lighting around the building.	3	x			
11	Lighting is provided at entrances and other points of possible intrusion.	3	x			
12	The school ground is free from trash or debris.	3	x			
13	The school is free of graffiti.	3	x			
14	Play areas are fenced.	3	x			
15	Playground equipment has tamper-proof fasteners	3	x			
16	Visual surveillance of bicycle racks from main office is possible.				x	
17	Visual surveillance of parking lots from main office is possible	0		x		
18	Parking lot is lighted properly and all lights are functioning	3	x			
19	Accessible lenses are protected by some unbreakable material	3	x			
20	Staff and visitor parking has been designated	0		x		
21	Outside hardware has been removed from all doors except at points of entry.	0		x		
22	Ground floor windows:					
	a. have no broken panes;	3	x			
	b. locking hardware is in working order.	2	x			Windows are worn.
23	Basement windows are protected with grill or well cover.					
24	Doors are locked when classrooms are vacant.	3	x			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		x		
	b. Cafeteria	3	x			
	c. Computer Labs				x	
	d. Industrial Arts rooms				x	
	e. Science labs				x	
	f. Nurses Office	3	x			
	g. Boiler Room	3	x			
	h. Electrical Rooms	3	x			
	i. Phone line access closet	3	x			
26	Unused areas of the school can be closed off during after school activities.	3	x			
27	There is two-way communication between the main office and:					
	a. Classroom	3	x			
	b. Duty stations	3	x			
	c. Re-locatable classrooms				x	
	d. Staff and faculty outside building	0		x		
	e. Buses	0		x		
28	There is a central alarm system in the school. If yes, briefly describe:	3	x			
29	The main entrance is visible from the main office.	0		x		

PRAIRIE VIEW STATE SCHOOL



Executive Summary

Prairie View State School was constructed in 1989 and is located in Marshall, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, flooring, kitchen equipment, wall finishes, plumbing fixtures, technology and ceiling finish systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including asphalt, playground fall surface, and playground equipment. A total of \$1,775,487 in deferred maintenance needs were identified.

Key Information

Address	945 NORTH MIAMI AVENUE, MARSHALL, MO 65340
----------------	--

Area	1
Year Constructed	1989
Age (Years)	35
Building Size (Sq. Ft.)	18,931
Site Size (Acres)	7
Est. Replacement Value	\$13,469,322

FRL % (FY23)	0%
1-Way Bus Ride (Avg)	22
1-Way Bus Ride (Max)	66
Maintenance Score	94%
Safety Security Score	68%
Educational Adequacy Score	78%

Deferred Maintenance	\$3,075,632
Condition Rank (out of 34)	29
FCI (5-Yr) Age/Condition	22.8%
Sq. Ft. Per Student	2,704

Enrollment (2024)	7
Capacity @ 90%	63
Open Seats	56
Utilization	11.1%

Exhibit 139. Prairie View State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
10	1	1	1	1	1	10	70	63	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
3	1	1	7	0	0	7	11.1%	56

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
5	7	6	7

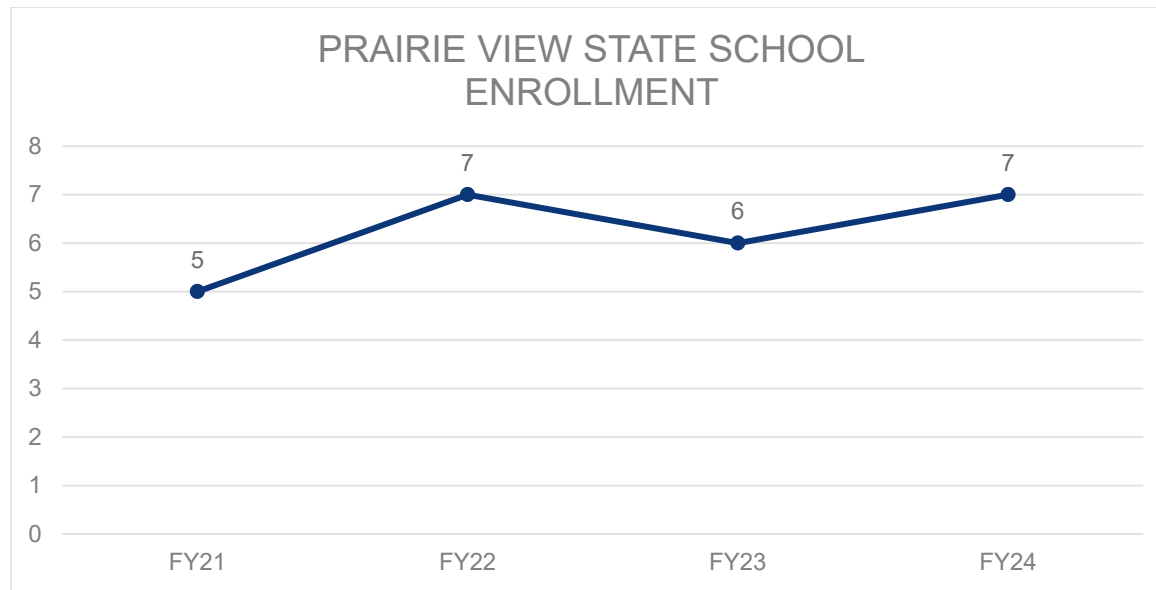


Exhibit 140. Prairie View State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	4	Grand Total
Prairie View State School		\$ 502,747	\$799,376	\$199,426	\$273,937	\$1,775,487
Site						
Asphalt						
Parking lot has cracks and has potholes. Replacement recommended.			\$ 493,210			\$ 493,210
Playground Fall Surface						
Replace the Rubber tiles with poured in place rubber.		\$ 71,746				\$ 71,746
Playground Equipment						
The PLAYground Equipment is on the Swings and a composite strut. The Staff requested to Add Basketball Goals to Gym.		\$ 130,151				\$ 130,151
Main (1989)						
Fire Sprinkler						
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 273,937	\$ 273,937
Intercom						
The BOGEN communication system was demo'd/removed but not replaced.		\$ 39,134				\$ 39,134
Floor Finishes - Carpet						
The carpet flooring in classrooms is stained, worn and torn. Beyond Life.		\$ 202,557				\$ 202,557
Kitchen Equipment						
Plumbing leaks so Equipment is shut off.		\$ 59,159				\$ 59,159
Wall Finishes						
The walls are dirty, including in the Restrooms, and should be painted.			\$ 120,219			\$ 120,219
Plumbing Fixt.						
The Plumbing Fixtures are corroded and worn.			\$ 178,138			\$ 178,138
Technology						
The WiFi system does not work. School is using Hot Spots.			\$ 7,809			\$ 7,809
Ceiling Finishes						
The Ceiling Tiles (ACT) are dirty, sagging and worn.				\$ 199,426		\$ 199,426
Grand Total		\$ 502,747	\$799,376	\$199,426	\$273,937	\$1,775,487

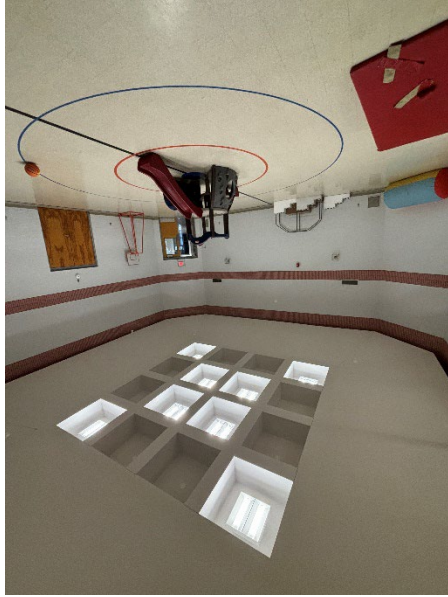
Exhibit 141. Prairie View State School – Sample Photos



Cabinet and Fixture



Classroom Flooring



Interior Finishes



Interior Door

HVAC Unit



Asphalt Parking



Playground



Exterior HVAC and Material



Exhibit 142. Prairie View State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			1 Dirty Feeling
5	Are ceiling heights less than 10' in classrooms?	X			2 8 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			1 No Fenceline besides the Playground.
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			1 Playground only
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?		X		1 Some wire frame.
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			1 Extra Space
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	In Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			2	In Nurse's Office.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			2	Mobile unit.

Exhibit 143. Prairie View State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None Observed.
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	2	X		Carpets are stained.
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?			N/A	
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?			N/A	
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?			N/A	
17. Are handrails installed securely and in good condition?			N/A	
18. Are emergency lights and exit signs in good working order?			N/A	
19. Are landings free of storage materials?			N/A	
20. Is storage allowed under the stairs?			N/A	
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3	X		
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	2	X		Carpet is worn.
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?			N/A	
34. Are locker rooms and shower facilities kept clean and free of standing water?			N/A	
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?			N/A	
36. Are the stairs leading to the stage provided with a handrail?			N/A	
37. Are backstage areas lighted sufficiently to prevent slips and falls?			N/A	
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 144. Prairie View State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	X			Playground only
2	There is one clearly marked and designated entrance for visitors	0		X		None observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed
4	Restricted areas are clearly marked	0	X	X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	3	X			

ROLLING MEADOW STATE SCHOOL



Executive Summary

Rolling Meadow State School was constructed in 1991 and is located in Higginsville, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, floor finishes, water heater, HVAC, and ceiling systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including asphalt, playground fall surface, playground equipment, and concrete walkways. A total of \$1,882,375 in deferred maintenance needs were identified.

Key Information

Address 1101 WEST 29TH STREET, HIGGINSVILLE, MO 64037

Area	1
Year Constructed	1991
Age (Years)	33
Building Size (Sq. Ft.)	19,925
Site Size (Acres)	7
Est. Replacement Value	\$14,118,680

FRL % (FY23)	0%
1-Way Bus Ride (Avg)	34
1-Way Bus Ride (Max)	55
Maintenance Score	67%
Safety Security Score	69%
Educational Adequacy Score	77%

Deferred Maintenance	\$3,344,733
Condition Rank (out of 34)	25
FCI (5-Yr) Age/Condition	23.7%
Sq. Ft. Per Student	3,985

Enrollment (2024)	5
Capacity @ 90%	44.1
Open Seats	39.1
Utilization	11.3%

Exhibit 145. Rolling Meadow State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
7	1	1	1	1	1	7	49	44.1	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
1	1	1	6	0	0	5	11.3%	39.1

Support / Admin		
Office	Nurse	Kitchen
2	1	1

Enrollment			
FY21	FY22	FY23	FY24
8	7	6	5

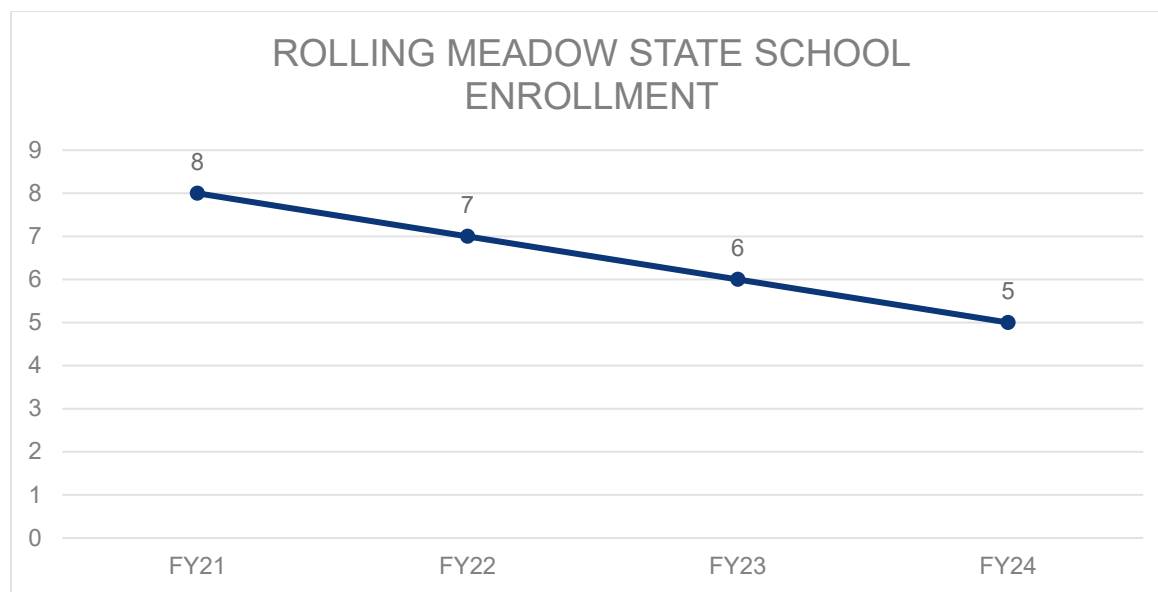


Exhibit 146. Rolling Meadow State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	3	4	Grand Total
1				
Rolling Meadow State School	\$ 906,636	\$687,418	\$288,321	\$1,882,375
Site				
Asphalt				
The Parking Lots have cracks and potholes.		\$ 477,520		\$ 477,520
Playground Fall Surface				
Replace the Rubber tiles with poured in place rubber.	\$ 75,513			\$ 75,513
Playground Equipment				
Need composite structure for Playground Equipment	\$ 136,984			\$ 136,984
Concrete				
C1 Sidewalks: Add sidewalk from Exterior Doors to Evacuation Points.	\$ 3,204			\$ 3,204
Main (1991)				
Fire Sprinkler				
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.			\$ 288,321	\$ 288,321
Intercom				
The BOGEN communication system is demo'd (removed) and staff should use walkie-talkies.	\$ 41,189			\$ 41,189
Floor Finishes - Carpet				
The VCT flooring has minor delamination. The Restroom epoxy is stained and grungy.	\$ 213,193			\$ 213,193
Water Dist. - Pipes				
The Hot Water Heater is Beyond Expected Life and should be replaced.	\$ 187,491			\$ 187,491
Air Dist. Sys.				
The Air Handling Units are worn and Beyond Expected Life, and should be replaced.	\$ 124,531			\$ 124,531
Ceiling Finishes				
Ceiling finishes are grungy and worn. Beyond life.		\$ 209,898		\$ 209,898
Cool Gen. Sys.				
The Chiller is far Beyond Expected Life.	\$ 124,531			\$ 124,531
Grand Total	\$ 906,636	\$687,418	\$288,321	\$1,882,375

Exhibit 147. Rolling Meadow State School – Sample Photos

Cabinet and Fixture



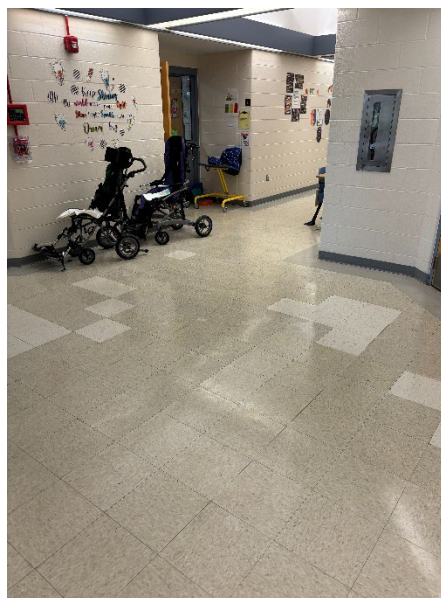
Interior Door



Classroom Finishes



Interior Flooring



Site Fencing



Asphalt Parking



Playground



Exterior HVAC Unit



Exhibit 148. Rolling Meadow State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2
5	Are ceiling heights less than 10' in classrooms?	X			1 9 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?		X		0 White
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?				3
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			1 Playground Only
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			1 Some wire framed
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			2	Sensory Room
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			3	Table fold up to full size.
54	Is a shower available in the restrooms with a shower wand?	X			1	1 in Life Skills and Nurse's Office.
55	Is entry accessible into the shower?	X			1	1 in Nurse's Office.
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			2	Mobile unit.

Exhibit 149. Rolling Meadow State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	1		X	Storage Rooms are full of equipment.
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	2	X		Some heaving of Concrete
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	1	X		Floors are stained and grungy.
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	X		Inspection Tags out of Date.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?	0		X	
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 150. Rolling Meadow State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground Only
2	There is one clearly marked and designated entrance for visitors	0		X		None observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed
4	Restricted areas are clearly marked					None observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.	0		X		
17	Visual surveillance of parking lots from main office is possible	0		X		
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		None observed
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria	3	X			
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	3	X			

SHADY GROVE STATE SCHOOL



Executive Summary

Shady Grove State School was constructed in 1980 and is located in Poplar Bluff, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, cabinetry, fire alarm, wall finishes, and plumbing fixture systems. The school is not equipped with a fire sprinkler system that would come standard with a modern-day school of this size. Finally, exterior items were noted as deficient including exterior doors, exterior windows, asphalt, playground equipment, and concrete walkways. A total of \$1,621,022 in deferred maintenance needs were identified.

Key Information

Address	2400 HIGH STREET, POPLAR BLUFF, MO 63901
----------------	--

Area	2
Year Constructed	1980
Age (Years)	44
Building Size (Sq. Ft.)	17,265
Site Size (Acres)	4
Est. Replacement Value	\$12,399,677

FRL % (FY23)	79%
1-Way Bus Ride (Avg)	43
1-Way Bus Ride (Max)	102
Maintenance Score	72%
Safety Security Score	73%
Educational Adequacy Score	80%

Deferred Maintenance	\$2,874,315
Condition Rank (out of 34)	28
FCI (5-Yr) Age/Condition	23.2%
Sq. Ft. Per Student	443

Enrollment (2024)	39
Capacity @ 90%	31.5
Open Seats	-7.5
Utilization	123.8%

Exhibit 151. Shady Grove State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
5	1	1	1	1	1	5	35	31.5	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
4	2	1	1	0	0	39	123.8%	-7.5

Support / Admin		
Office	Nurse	Kitchen
3	1	1

Enrollment			
FY21	FY22	FY23	FY24
36	28	36	39

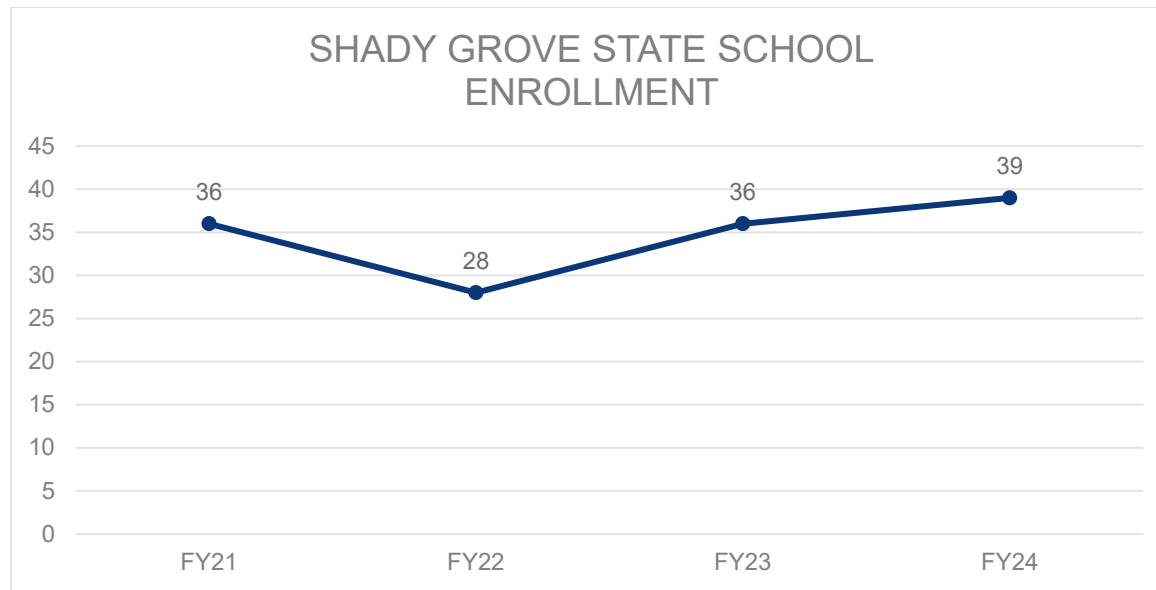


Exhibit 152. Shady Grove State School – Deferred Maintenance / Capital Needs

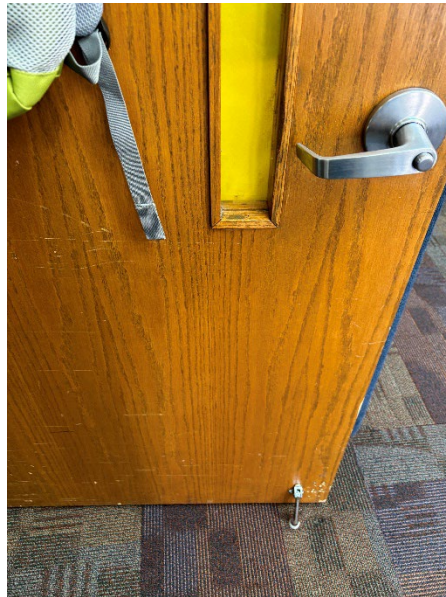
Capital Need by School - Priority	Priority	1	2	3	4	5	Grand Total
Shady Grove State School		\$ 106,310	\$424,357	\$795,708	\$249,830	\$44,817	\$1,621,022
Site							
Asphalt							
The Parking Lots have cracks and potholes, and should be replaced.			\$ 257,042				\$ 257,042
Playground Equipment							
PE1: The Playground Structure is sun faded and worn.				\$ 118,697			\$ 118,697
PE2: Swings are sun faded and worn.				\$ 118,697			\$ 118,697
Concrete							
C1 Sidewalk and Concrete Pad: For Pedestrian Paving, extend sidewalks to egress points.	\$ 34,930						\$ 34,930
Add sidewalks to egress points from exterior doors that are missing.						\$ 44,817	\$ 44,817
C2 Driveway				\$ 13,181			\$ 13,181
Main (1980)							
Ext. Windows							
The Exterior Windows are Beyond Expected Life yet still functional.				\$ 89,539			\$ 89,539
Fire Sprinkler							
Fire Sprinkler System is not present, is grandfathered in, and should be installed when funding becomes available to protect the building and occupants.					\$ 249,830		\$ 249,830
Intercom							
There is no Intercom System but is needed.	\$ 35,690						\$ 35,690
There is no Security Alarm System but is needed.	\$ 35,690						\$ 35,690
Ext. Doors							
The Exterior Doors are beat, worn, damaged, and Beyond Expected Life.			\$ 55,962				\$ 55,962
Int. Door							
The Interior Doors are damaged at bottom where chairs hit them.				\$ 118,967			\$ 118,967
Cabinetry and Countertops							
Cabinets and Counters are damaged and outdated.			\$ 111,353				\$ 111,353
Fire Alarm							
The Fire Detection and Alarm System is Beyond Expected Life but does have communication through StarLink service.				\$ 64,528			\$ 64,528
Wall Finishes							
The walls are dirty and ready for a 'refresh'.				\$ 109,640			\$ 109,640
Plumbing Fixt.							
The Plumbing Fixtures are degraded and corroded, and Beyond Expected Life.				\$ 162,461			\$ 162,461
Grand Total		\$ 106,310	\$424,357	\$795,708	\$249,830	\$44,817	\$1,621,022

Exhibit 153. Shady Grove State School – Sample Photos

Classroom Finishes



Interior Door



Interior Finishes



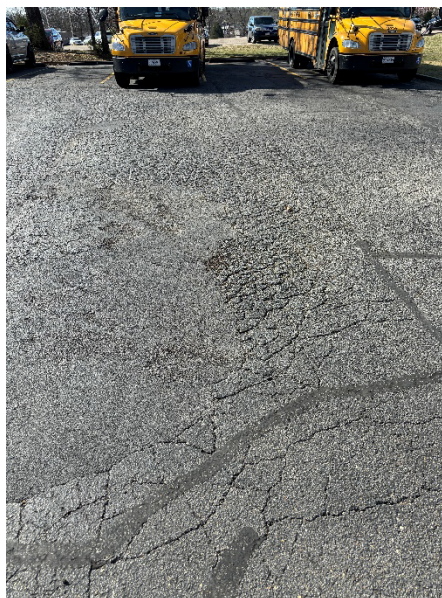
Kitchen Equipment



Site Fencing



Asphalt Parking



Playground



Exterior Site Lighting



Exhibit 154. Shady Grove State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?	X			2 Hallways and Calming Rooms.
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2 Some wall damage and the walls need paint.
5	Are ceiling heights less than 10' in classrooms?		X		3
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			3
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?	X			3 Garden
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3
21	Are alarms installed side and rear exterior doors?	X			3
22	Does the front entrance have a secured vestibule?		X		1 Yes, vestibule; just not secured.
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			3
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			1 Conference Room.
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		1 Some are.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		1	Sensory room.
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?	X			3	
44	Is there a separate space for a kitchen?	X			3	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			3	Home Living.
47	Are their dedicated rooms for OT/PT?	X			3	
48	Are sensory or respite rooms available?	X			3	Sensory room.
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	In Classrooms.
54	Is a shower available in the restrooms with a shower wand?	X			2	(2) in the building.
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			2	Mobile unit.

Exhibit 155. Shady Grove State School – Maintenance Assessment

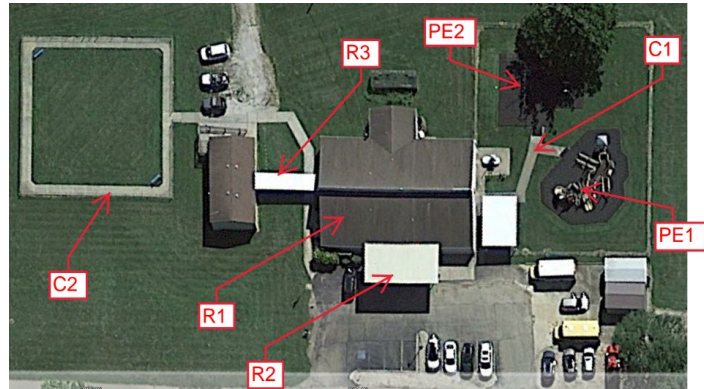
MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	3	X		None observed.
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	2	X		Concrete sidewalks need to be extended.
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	3	X		
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	2	X		Inspection tag out of date.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	2	X		Minor leak. Getting fixed.
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 156. Shady Grove State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	X			All the way.
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	3	X			
4	Restricted areas are clearly marked	0		X		None observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	1				
18	Parking lot is lighted properly and all lights are functioning	2	X	X		
19	Accessible lenses are protected by some unbreakable material	3	X			Could use 2 more poles!
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		None observed
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	3	X			
29	The main entrance is visible from the main office.	3	X			

SPECIAL ACRES STATE SCHOOL



Executive Summary

Special Acres State School was constructed in 1980 and is located in Park Hills, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, cabinetry, wall finishes, plumbing fixtures, and portable flooring systems. Further, exterior items were noted as deficient including asphalt, playground fall surface, fences, playground equipment, roof, exhaust, and HVAC systems. A total of \$804,082 in deferred maintenance needs were identified.

Key Information

Address	519 EIGHTH STREET, PARK HILLS, MO 63601
----------------	---

Area	3	FRL % (FY23)	33%
Year Constructed	1980	1-Way Bus Ride (Avg)	37
Age (Years)	44	1-Way Bus Ride (Max)	72
Building Size (Sq. Ft.)	5,632	Maintenance Score	98%
Site Size (Acres)	1	Safety Security Score	70%
Est. Replacement Value	\$6,018,750	Educational Adequacy Score	52%

Deferred Maintenance	\$1,242,481	Enrollment (2024)	24
Condition Rank (out of 34)	32	Capacity @ 90%	31.5
FCI (5-Yr) Age/Condition	20.6%	Open Seats	7.5
Sq. Ft. Per Student	235	Utilization	76.2%

Exhibit 157. Special Acres State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
5	0	0	0	0	0	5	35	31.5	1

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
5	0	0	0	0	1	24	76.2%	7.5

Support / Admin		
Office	Nurse	Kitchen
2	1	0

Enrollment			
FY21	FY22	FY23	FY24
23	27	27	24

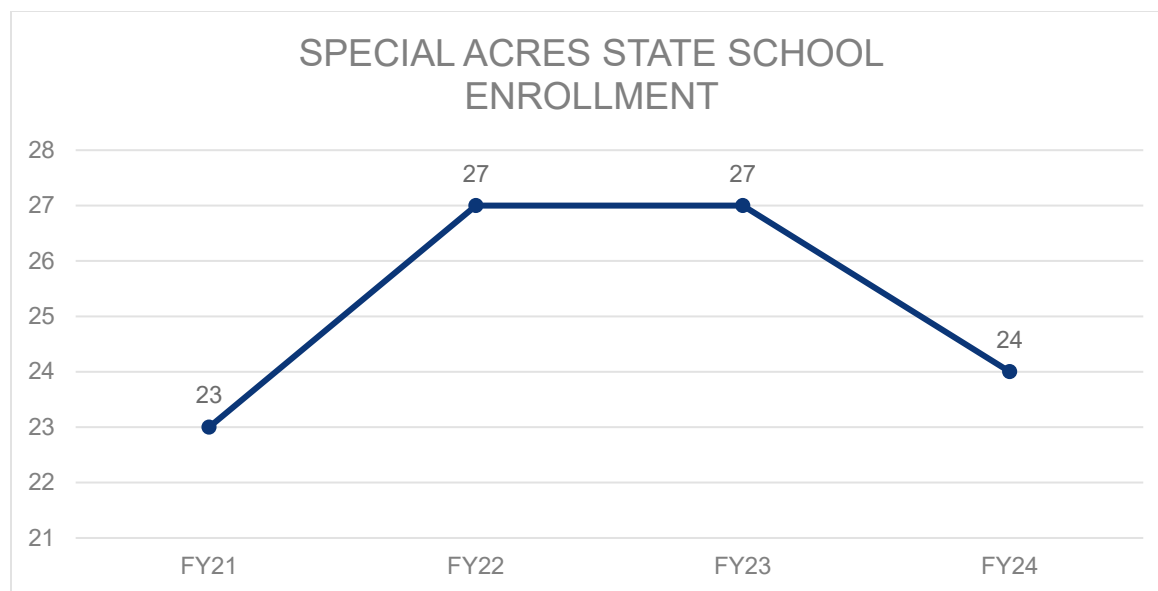


Exhibit 158. Special Acres State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	1	2	3	5	Grand Total
Special Acres State School		\$ 31,680	\$649,935	\$99,452	\$23,015	\$ 804,082
Site						
Asphalt						
Parking lot is cracking, yet has not developed potholes as this time.				\$ 72,831		\$ 72,831
Playground Fall Surface						
PE1: Rubber tile are failing. Replace with PIP Rubber.			\$ 31,774			\$ 31,774
PE2: Rubber tile are failing. Replace with PIP Rubber.			\$ 31,774			\$ 31,774
Fences and Gates						
Fencing should be upgraded from 3' fence around playground to 6' fence.		\$ 23,015				\$ 23,015
Fencing should extended around the perimeter of school to include exterior doors for student safety.					\$ 23,015	\$ 23,015
Playground Equipment						
PE1: Playground equipment is starting to corrode. It is worn.			\$ 57,640			\$ 57,640
PE2: Swings are starting to corrode and are worn.			\$ 57,640			\$ 57,640
Main (1980)						
Intercom						
Intercom System does not exist.		\$ 8,666				\$ 8,666
Cabinetry and Countertops						
Cabinetry and countertops are worn and delaminating.			\$ 27,037			\$ 27,037
Roof						
R1 Main Building - Asphalt Shingles are delaminating.			\$ 143,919			\$ 143,919
Exh. Vent. Sys.						
Exhaust fans are beyond life and degraded. One of the two units has failed.			\$ 2,620			\$ 2,620
Wall Finishes						
Paint is beat up in classrooms and requires a fresh coat.				\$ 26,621		\$ 26,621
Plumbing Fixt.						
Plumbing fixtures are corroded and worn.			\$ 39,446			\$ 39,446
Heat Gen. Sys.						
Furnaces are beyond life and degraded.			\$ 26,200			\$ 26,200
Cool Gen. Sys.						
Condensing units are beyond life and degraded.			\$ 26,200			\$ 26,200
Portables (2002)						
Portables						
Portable building carpet and VCT flooring are stained and worn.			\$ 205,685			\$ 205,685
Grand Total		\$ 31,680	\$649,935	\$99,452	\$23,015	\$ 804,082

Exhibit 159. Special Acres State School – Sample Photos

Cabinet and Fixture



Interior Door



Restroom Partitions



Interior Flooring



Concrete Walkway



Asphalt Parking



Playground



Exterior HVAC Unit

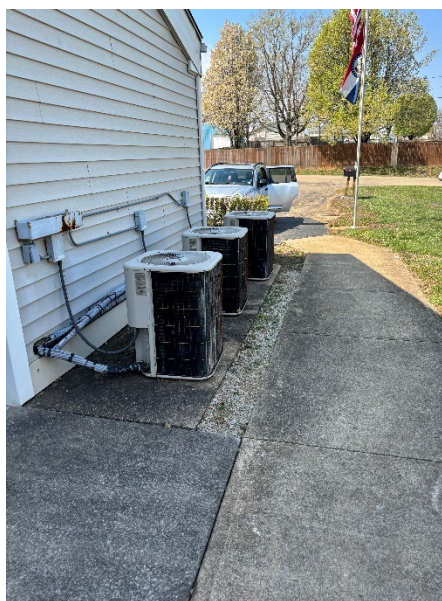


Exhibit 160. Special Acres State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUTICS	YES	NO	N/A	COMMENTS
1	Is excessive interior or exterior noise present?		x		3
2	Are absorptive panels located on interior walls?	x			2 Hallways
3	Is HVAC noise excessive?		x		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	COMMENTS
4	Does the environment feel home-like?	x			1 Small
5	Are ceiling heights less than 10' in classrooms?	x			2 9'
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	x			3
7	Are materials non-glaring?	x			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	x			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	x			3
	LIGHTING	YES	NO	N/A	COMMENTS
10	Is natural light available?	x			2
11	Are blinds available to limit natural light and glare?	x			2
12	Are the lights LED?	x			3
13	Is full-spectrum lighting available (kelvin)?		x		0
14	Is color-tunable lighting available?		x		0
15	Are lighting dimmers available?		x		0
	SENSORY STIMULATION	YES	NO	N/A	COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		x		0
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	COMMENTS
17	Is natural lighting available?	x			2
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	x			1
19	Are areas for outdoor learning available?	x			3
	BUILDING SECURITY	YES	NO	N/A	COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	x			1 Play only
21	Are alarms installed side and rear exterior doors?		x		0
22	Does the front entrance have a secured vestibule?		x		0
23	Does the front office have direct line of sight to the entry and parking lot?	x			3
24	Is the building equipped with security cameras and alarm systems?	x			3
25	Are the windows non-wire framed?	x			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	x			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	x			3
	COMMUNAL AREAS	YES	NO	N/A	COMMENTS
28	Are communal areas available for social interaction within the school?		x		0
	PARENT AREAS	YES	NO	N/A	COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		x		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	x			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	x			3
	ELEVATORS	YES	NO	N/A	COMMENTS
32	If the building has multiple floors, are elevators available?			x	
33	If there are stairs, are chair lifts available?			x	
	WAYFINDING	YES	NO	N/A	COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		x		0
35	Does signage include brail?		x		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		x		0

	OUTDOOR SPACE	YES	NO	N/A		COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	x			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	x			3	Track area
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		x		0	
40	Is there adequate bus/van drop-off zones?	x			3	
	PRIVACY	YES	NO	N/A		COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		x		0	No nurse office
	SPACES	YES	NO	N/A		COMMENTS
42	Is there a separate space for a cafeteria?		x		0	
43	Is there a separate space for a gym?		x		0	
44	Is there a separate space for a kitchen?		x		0	
45	Is there a separate space for administration offices?	x			1	Small
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	x			1	Limited
47	Are their dedicated rooms for OT/PT?		x		0	
48	Are sensory or respite rooms available?		x		0	
49	Is a health center / nurse's office available in the school?		x		0	
	RESTROOMS	YES	NO	N/A		COMMENTS
50	Are restrooms close in proximity to the classrooms?	x			1	In hallway
51	Are restrooms sized to accommodate equipment and personnel assistance?	x			3	
52	Are restrooms equipped with storage and supplies?	x			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	x			2	Not adjustable
54	Is a shower available in the restrooms with a shower wand?	x			3	
55	Is entry accessible into the shower?	x			3	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	x			1	Mobile

Exhibit 161. Special Acres State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES		YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	3	X		
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	x		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	x		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	x		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	x		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	x		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	x		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	x		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				NA
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				
17. Are handrails installed securely and in good condition?				
18. Are emergency lights and exit signs in good working order?				
19. Are landings free of storage materials?				
20. Is storage allowed under the stairs?				
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	x		
22. Do all exit doors open outwards with the path of egress?	3	x		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	x		Electronic locks
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	x		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	x		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		x	
27. Are closets and storage rooms clean and orderly?	3	x		
28. Are fire escape route plans accurate and in plain sight?	3	x		
29. Is adequate aisle space provided for a quick exit of students?	3	x		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?				NA
31. Is the floor in good condition?				
32. Are all exits properly marked and maintained?				
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				
34. Are locker rooms and shower facilities kept clean and free of standing water?				
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				NA
36. Are the stairs leading to the stage provided with a handrail?				
37. Are backstage areas lighted sufficiently to prevent slips and falls?				
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	x		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	x		
40. Are items stored neat and orderly?	3	x		
41. Are the floors free of standing water or liquids?	3	x		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	x		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	x		
44. Are the floors free of standing water or liquids?	3	x		
45. Are electrical panels and breaker boxes clear of obstructions?	3	x		
46. Are electrical boxes, switches and receptacles covered?	3	x		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	x		
48. Are hazardous materials containers labeled?	3	x		
49. Are eyewash/emergency shower available and functional?				NA
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	x		
51. Is the restroom well lit?	3	x		
52. Are the restrooms maintained clean and sanitary?	3	x		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	2	x		Inspection tag is out of date
54. Are sprinkler system functional/inspected/documented?				
55. Are smoke/heat detectors functional and inspected?	3	x		
56. Is there a minimum 18" clearance below sprinkler heads?				
57. Are sprinkler valves locked open?				
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	2	x		Damaged. No leaks observed.
59. Is there any damage to skirting or siding?	3		x	
60. Are flat roofs free from standing water and debris?				
61. Are building ceilings and walls free of active roof leaks?	3	x		
62. Are roofs checked often?	3	x		
63. Are roofs checked for snow/water loads?	3	x		
64. Are wooden trusses checked?	3	x		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	0		x	
66. Are No Idling signs posted (required by RSA 200:11a)?				

Exhibit 162. Special Acres State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	1	x			Play only
2	There is one clearly marked and designated entrance for visitors	2	x			
3	Signs are posted for visitors to report to main office through a designated entrance.	2	x			
4	Restricted areas are clearly marked	0		x		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	x			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	x			
7	Bus loading and drop-off zones are clearly defined.	3	x			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	x			
	b. Locks/Hardware	3	x			
	c. Storage Sheds	3	x			
	d. Windows	3	x			
	e. Other exterior buildings				x	
9	Parent drop-off and pick-up area is clearly defined.	3	x			
10	There is adequate lighting around the building.	3	x			
11	Lighting is provided at entrances and other points of possible intrusion.	3	x			
12	The school ground is free from trash or debris.	3	x			
13	The school is free of graffiti.	3	x			
14	Play areas are fenced.	3	x			
15	Playground equipment has tamper-proof fasteners	3	x			
16	Visual surveillance of bicycle racks from main office is possible.				x	
17	Visual surveillance of parking lots from main office is possible	3	x			
18	Parking lot is lighted properly and all lights are functioning	3	x			
19	Accessible lenses are protected by some unbreakable material	3	x			
20	Staff and visitor parking has been designated	0		x		
21	Outside hardware has been removed from all doors except at points of entry.	0		x		
22	Ground floor windows:					
	a. have no broken panes;	3	x			
	b. locking hardware is in working order.	3	x			
23	Basement windows are protected with grill or well cover.					
24	Doors are locked when classrooms are vacant.	3	x			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		x		
	b. Cafeteria					
	c. Computer Labs					
	d. Industrial Arts rooms					
	e. Science labs					
	f. Nurses Office					
	g. Boiler Room	3	x			
	h. Electrical Rooms	3	x			
	i. Phone line access closet	3	x			
26	Unused areas of the school can be closed off during after school activities.	0				
27	There is two-way communication between the main office and:					
	a. Classroom	0		x		
	b. Duty stations	0		x		
	c. Re-locatable classrooms	0		x		
	d. Staff and faculty outside building	0		x		
	e. Buses	0		x		
28	There is a central alarm system in the school. If yes, briefly describe:	3	x			
29	The main entrance is visible from the main office.	3	x			

VERELLE PENISTON STATE SCHOOL



Executive Summary

Verelle Peniston State School was constructed in 1980 and is located in Chillicothe, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, flooring, cabinetry, wall finishes and technology systems. Further, exterior items were noted as deficient including asphalt, exterior site lighting, roof, and exhaust ventilation systems. A total of \$462,172 in deferred maintenance needs were identified.

Key Information

Address	1530 CLAY STREET, CHILLICOTHE, MO 64601
----------------	---

Area	1
Year Constructed	1980
Age (Years)	44
Building Size (Sq. Ft.)	5,926
Site Size (Acres)	3
Est. Replacement Value	\$4,581,322

FRL % (FY23)	7%
1-Way Bus Ride (Avg)	51
1-Way Bus Ride (Max)	93
Maintenance Score	51%
Safety Security Score	62%
Educational Adequacy Score	27%

Deferred Maintenance	\$1,172,599
Condition Rank (out of 34)	20
FCI (5-Yr) Age/Condition	25.6%
Sq. Ft. Per Student	395

Enrollment (2024)	15
Capacity @ 90%	18.9
Open Seats	3.9
Utilization	79.4%

Exhibit 163 Verelle Peniston State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
3	1	0	1	1	1	3	21	18.9	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
2	2	0	1	0	0	15	79.4%	3.9

Support / Admin		
Office	Nurse	Kitchen
2	0	0

Enrollment			
FY21	FY22	FY23	FY24
16	14	14	15

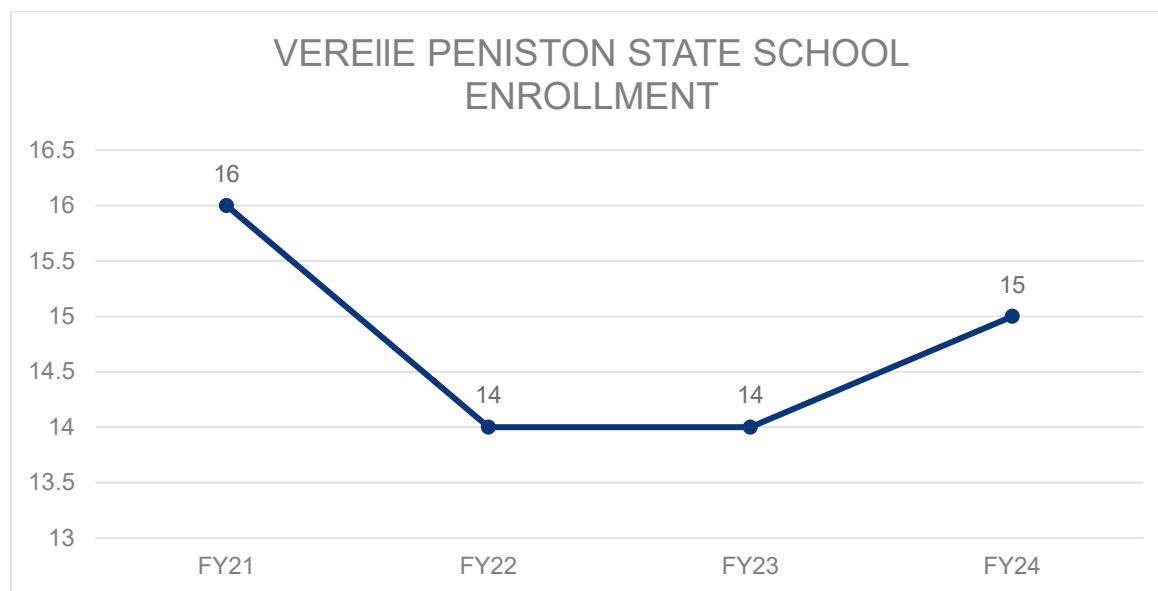


Exhibit 164. Verelle Peniston State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	5	Grand Total
Verelle Peniston State School	1	2	3	5	Grand Total
Site	\$ 218,145	\$104,743	\$111,721	\$27,563	\$ 462,172
Asphalt					
Repair concrete potholes in bus loop.			\$ 73,501		\$ 73,501
Site Lighting					
Add parking lot lights for safety and students and staff.				\$ 27,563	\$ 27,563
Main (1980)					
Intercom					
Install public address system throughout Facility.	\$ 12,250				\$ 12,250
Floor Finishes - Carpet					
Replace cracked VCT and worn carpet throughout facility.		\$ 63,407			\$ 63,407
Cabinetry and Countertops					
Cabinetry and countertops are worn and beyond useful life.			\$ 38,220		\$ 38,220
Roof					
Roof leaks throughout building. Standing seam metal roof needs replaced.	\$ 203,451				\$ 203,451
Exh. Vent. Sys.					
Replace exhaust fans in restrooms as they are not working.		\$ 3,704			\$ 3,704
Wall Finishes					
Replace orange carpet on walls in common area.		\$ 37,632			\$ 37,632
Technology					
Install security alarm system in building.	\$ 2,444				\$ 2,444
Grand Total	\$ 218,145	\$104,743	\$111,721	\$27,563	\$ 462,172

Exhibit 165. Verelle Peniston State School – Sample Photos

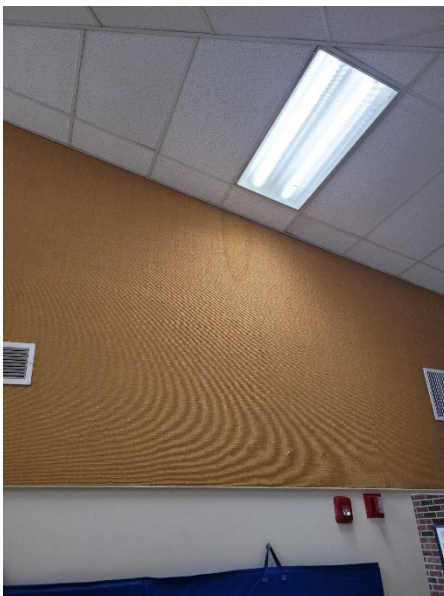
Interior Door



Ceiling Finish



Interior Finishes



Interior Flooring



Main Entrance and Walkway



Parking



Playground



Exterior Material and Roof



Exhibit 166. Verelle Peniston State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?	X			1 When fans run there is excessive noise
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		0
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?		X		0
5	Are ceiling heights less than 10' in classrooms?		X		0
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			1 Limited art on the walls, plain appearance
7	Are materials non-glaring?			X	0 Could not determine
8	Are materials non-toxic (air fresheners, smells, etc.)?			X	0 Could not determine, no strong smells noted
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			2 Materials are somewhat easy to clean, main space (used for PE) was tile flooring, classrooms had carpeting
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			2 Rooms had windows that looked out onto grassy area
11	Are blinds available to limit natural light and glare?	X			1 Old, outdated and had cords hanging from them (unsure of safety hazard for students)
12	Are the lights LED?		X		0
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			1 Extremely cluttered, there was no space to actually utilize the space, can sometimes be shifted to a classroom space if enrollment numbers increase. Desk in corner, was not entirely sure if it was needed
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			2 Bright with natural light, windows may have been outdated
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2 Students could look out the windows and classrooms had natural lighting
19	Are areas for outdoor learning available?		X		0
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		0 All classes had locked exit doors but there was no fencing if students exited the building
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			1 Not secure, BA noted that it would be very easy for an intruder to shoot into the front office and gain entry into the building
24	Is the building equipped with security cameras and alarm systems?	X			1 Interior only and BA cannot view footage/tapes - this is managed and viewed at Central Office
25	Are the windows non-wire framed?	X			0
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)?		X		0 Did not observe this in all classes but may have been there and just didn't see it
27	Are there evacuation maps in each classroom?				
28	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			0
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Are communal areas available for social interaction within the school?		X		0 One main area that was used as gym, or for PT, students eat in their classrooms
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
30	Is the school equipped with areas for parents to store belongings and meet with child/staff?	X			1 Limited space in the one office that was housed in the front of the room
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
31	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3 Quality of equipment looked good - however, it was cluttered in one space and not quite sure how it was best utilized for educational purposes.
32	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			2 Unsure if the one in bathroom was utilized
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
33	If the building has multiple floors, are elevators available?		X		0
34	If there are stairs, are chair lifts available?		X		0
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
35	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
36	Does signage include brail?		X		0
37	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0

	OUTDOOR SPACE				RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			2	Flooring tiles were lifting slightly around playground
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			2	No wayfinding or transition spaces, but playground was in fairly good condition, the equipments was newer and provided sensory stimulation, but some of the tiles on ground felt loose - the BA noted that they are repaired, no tiles coming up, flooring overall seemed fair
40	Is there adequate bus/van drop-off zones?	X			2	Small parking lot but bus area had overhang leading into building
	PRIVACY				RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			1	Nurses office is a shared space with no table to examine students, no equipment for the nurse to support students.
	SPACES				RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	Students eat in classroom, meals are brought in from the neighboring district.
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	Meals brought in from neighboring district
45	Is there a separate space for administration offices?	X			2	Very samll space, no private space for IEP meetings or team collaboration to occur
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			1	Within the employee break room, so not a separate space for students and it did not appear to be utilized in the best way - did not see any students in this space
47	Are their dedicated rooms for OT/PT?		X		0	OT delivered in the classroom, PT space is combined with the gym
48	Are sensory or respite rooms available?	X			1	Very cluttered, unsure how students fit within the space with all of the equipment around the perimeter
49	Is a health center / nurse's office available in the school?	X			1	No examining table, very small space and not appropriate for student needs
	RESTROOMS				RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			2	Not in the classrooms, outside of the rooms with stalls, showers were in both the men and women room - women room shower used for storage, men's room shower was functional if needed - was told it was not used
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			2	
52	Are restrooms equipped with storage and supplies?	X			2	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			1	Not always the most private - shared space with students and adults in the building, given it ranges in age from 5-21 concerns about changing spaces and dignity of students/staff
54	Is a shower available in the restrooms with a shower wand?	X			1	One shower (women's room) used for storage
55	Is entry accessible into the shower?	X			2	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			2	

Exhibit 167. Verelle Peniston State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	Entrance is obvious though.
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		Clutter. Storage rooms are unorderly.
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	0		X	Clutter. Mech room is cluttered
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	1		X	Vinyl sheet has cracks. VCT cracked rear.
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	0		X	
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	0		X	Classroom exterior doors are locked shut.
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	1		X	Mech room need cleared up.
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		X	Custodial closet/office unlocked.
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	1		X	Storage in home living is unorderly.
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	0		X	Student could get into electrical room.
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	0		X	Combustibles should be removed - mech room.
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	0		X	Did not observe any.
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	Did not observe any.
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1		X	Only annual inspections done.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	1		X	Roof leaks.
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	1		X	Ceiling tiles stained.
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?				N/A
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 168. Verelle Peniston State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2		X		Playground only
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		Need signage.
4	Restricted areas are clearly marked	0		X		Need signage.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings	3	X			
9	Parent drop-off and pick-up area is clearly defined.	0			X	
10	There is adequate lighting around the building.	2		X		Need more exterior lights.
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	0		X		Cannot see parking lot
18	Parking lot is lighted properly and all lights are functioning	0		X		Need parking lot lights
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		All same
21	Outside hardware has been removed from all doors except at points of entry.	3	X			
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		They're open.
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		Chair blocking entrance
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		Open all the time
	g. Boiler Room	3	X			
	h. Electrical Rooms	0		X		Open locks
	i. Phone line access closet	0		X		Open locks
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	3	X			
	e. Buses	0		X		Cell phones
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		Need one
29	The main entrance is visible from the main office.	3	X			

BOOTHEEL STATE SCHOOL



Executive Summary

Bootheel State School was constructed in 1989 and is located in Clarkton, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, flooring, electrical, cabinetry, fire alarm, wall finishes, plumbing fixtures and technology systems. Further, exterior items were noted as deficient including exterior windows, asphalt, playground equipment, and exterior site lighting. A total of \$628,633 in deferred maintenance needs were identified.

Key Information

Address	111 HWY. 162, CLARKTON, MO 63837
----------------	----------------------------------

Area	3
Year Constructed	1989
Age (Years)	35
Building Size (Sq. Ft.)	6,171
Site Size (Acres)	1.66
Est. Replacement Value	\$2,437,931

FRL % (FY23)	4%
1-Way Bus Ride (Avg)	48
1-Way Bus Ride (Max)	106
Maintenance Score	64%
Safety Security Score	53%
Educational Adequacy Score	49%

Deferred Maintenance	\$1,200,588
Condition Rank (out of 34)	3
FCI (5-Yr) Age/Condition	49.2%
Sq. Ft. Per Student	237

Enrollment (2024)	26
Capacity @ 90%	25.2
Open Seats	-0.8
Utilization	103.2%

Exhibit 169. Bootheel State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
4	1	1	0	0	1	4	28	25.2	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
4	0	1	0	0	0	26	103.2%	-0.8

Support / Admin		
Office	Nurse	Kitchen
2	1	0

Enrollment			
FY21	FY22	FY23	FY24
20	23	26	26

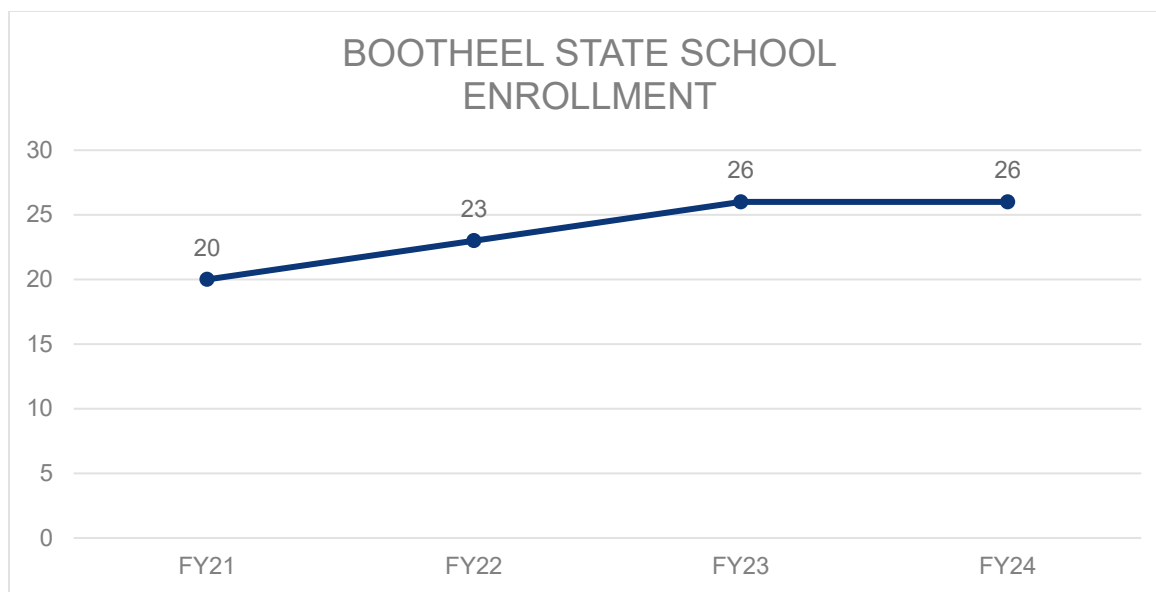


Exhibit 170. Bootheel State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	4	5	Grand Total
Bootheel State School	1	2	3	4	5	Grand Total
Site	\$ 88,582	\$218,467	\$291,477	\$2,546	\$27,563	\$ 628,633
Asphalt						
The Parking Lots have potholes and cracks. There is a partial repave on roadway.			\$ 209,154			\$ 209,154
Playground Equipment						
The Playground Equipment is 'residential' equipment. Upgrade to commercial recommended.		\$ 42,426				\$ 42,426
Site Lighting						
There are no lights in the Parking Lot. Add lights.				\$ 27,563		\$ 27,563
Main (1989)						
Ext. Windows						
The Exterior Window have worn out hardware and are hard to operate.	\$ 40,005					\$ 40,005
Intercom						
There is no Intercom System.	\$ 12,757					\$ 12,757
There is no Security Alarm System.	\$ 12,757					\$ 12,757
Int. Door						
The Interior Doors are damaged, chipped and worn.			\$ 42,522			\$ 42,522
Floor Finishes - Carpet						
The VCT flooring is stained and grungy. The Carpet is stained.		\$ 66,028				\$ 66,028
Sub-Panels						
Lighting is outdated and beyond life.		\$ 12,757				\$ 12,757
Cabinetry and Countertops						
The Cabinets and Counters are degraded, beat up and Beyond Expected Life. Several cabinets are missing doors.			\$ 39,801			\$ 39,801
Fire Alarm						
There is no Fire Alarm System, only smoke detectors.	\$ 23,064					\$ 23,064
Wall Finishes						
The walls are dirty and have spills on them.		\$ 39,188				\$ 39,188
Plumbing Fixt.						
The Plumbing Fixtures are worn, broken and taped together.		\$ 58,068				\$ 58,068
Technology						
The WiFi is poor per the Staff.				\$ 2,546		\$ 2,546
Grand Total	\$ 88,582	\$218,467	\$291,477	\$2,546	\$27,563	\$ 628,633

Exhibit 171. Bootheel State School – Sample Photos

Cabinetry



Interior Door



Interior Finishes



Interior Flooring



Exterior HVAC Unit



Asphalt Parking



Playground



Exterior Material and Roof



Exhibit 172. Bootheel State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?	X			1 HVAC Return Air is Loud.
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?	X			1 HVAC Return Air is Loud.
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?		X		1
5	Are ceiling heights less than 10' in classrooms?	X			1 8 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?		X		0 Gray
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			1
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory room.
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			2
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			1
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			1 Cameras only.
24	Is the building equipped with security cameras and alarm systems?	X			1 Doors are wire-framed.
25	Are the windows non-wire framed?		X		0
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?		X		0
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			2

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			1	Split up; Separated.
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			1	Small.
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?	X			1	Calming room.
49	Is a health center / nurse's office available in the school?	X			2	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classrooms.
54	Is a shower available in the restrooms with a shower wand?		X		1	One (1) in Home Living.
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 173. Bootheel State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	2	X		Mats are worn.
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	1		X	Stained / Damaged
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	2	X		Missing Doors
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	0		X	No covers.
31. Is the floor in good condition?	1		X	Stained / Damaged
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	0		X	Did not see any.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	0		X	No Fire Alarm / minimal detectors.
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 174. Bootheel State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	3	X			
2	There is one clearly marked and designated entrance for visitors	0		X		
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights				X	
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows					
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	0		X		No parking lot lights.
11	Lighting is provided at entrances and other points of possible intrusion.	0		X		
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	1	X			Minor visual available.
18	Parking lot is lighted properly and all lights are functioning	0		X		
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	1		X		
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	3	X			
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	1	X			Walkie-Talkies
	b. Duty stations	1	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	1	X			
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	1	X			

CROWLEY RIDGE STATE SCHOOL



Executive Summary

Crowley Ridge State School was constructed in 2001 and is located in Dexter, Missouri. In general, this facility has building components and systems that have reached or beyond useful life such as, intercom, fire alarm, and technology systems. Further, exterior items were noted as deficient including playground fall surface and playground equipment systems. A total of \$100,961 in deferred maintenance needs were identified.

Key Information

Address	910 NINA STREET, DEXTER, MO 63841
----------------	-----------------------------------

Area	3	FRL % (FY23)	13%
Year Constructed	2001	1-Way Bus Ride (Avg)	24
Age (Years)	23	1-Way Bus Ride (Max)	53
Building Size (Sq. Ft.)	5,328	Maintenance Score	69%
Site Size (Acres)	2.17	Safety Security Score	51%
Est. Replacement Value	\$2,074,330	Educational Adequacy Score	61%

Deferred Maintenance	\$748,675	Enrollment (2024)	13
Condition Rank (out of 34)	6	Capacity @ 90%	12.6
FCI (5-Yr) Age/Condition	36.1%	Open Seats	-0.4
Sq. Ft. Per Student	410	Utilization	103.2%

Exhibit 175. Crowley Ridge State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
2	0	1	0	0	1	2	14	12.6	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
2	0	1	0	0	0	13	103.2%	-0.4

Support / Admin		
Office	Nurse	Kitchen
1	1	1

Enrollment			
FY21	FY22	FY23	FY24
12	13	16	13

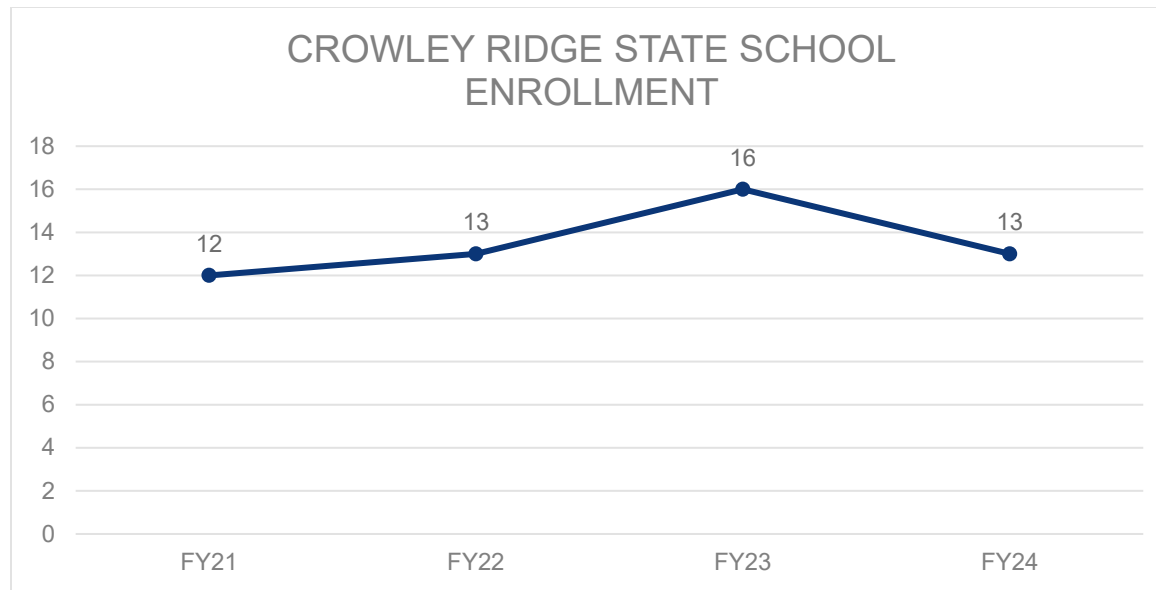


Exhibit 176. Crowley Ridge State School – Deferred Maintenance / Capital Needs











Capital Need by School - Priority 	Priority 			
	1	2	3	Grand Total
 Crowley Ridge State School	\$ 47,644	\$31,206	\$22,111	\$ 100,961
 Site				
 Playground Fall Surface				
The Rubber Tiles are in okay condition, but should eventually be replaced.		\$ 20,192		\$ 20,192
 Playground Equipment				
There is no Playground Structure. Recommend providing one.	\$ 36,630			\$ 36,630
 Main (2001)				
 Intercom				
There is no Intercom System.	\$ 11,014			\$ 11,014
There is no Security Alarm System.		\$ 11,014		\$ 11,014
 Fire Alarm				
The Fire Detection System is functional but Beyond Expected Life.			\$ 19,913	\$ 19,913
 Technology				
Wifi was noted as part by staff.			\$ 2,198	\$ 2,198
Grand Total	\$ 47,644	\$31,206	\$22,111	\$ 100,961

Exhibit 177. Crowley Ridge State School – Sample Photos

Cabinetry



Interior Door



Interior Finishes



Interior Ceiling



Exterior Material and Windows



Parking



Playground



Exterior HVAC Unit



Exhibit 178. Crowley Ridge State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2 Well kept but feels separated
5	Are ceiling heights less than 10' in classrooms?	X			2 9 feet
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			2
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?	X			2 Partial
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Calming Room
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			2
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			2
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			1 Playground only.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		1 Vestibule is not secure.
23	Does the front office have direct line of sight to the entry and parking lot?	X			1 (1) window.
24	Is the building equipped with security cameras and alarm systems?	X			1 Cameras only
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			2 Multi-purpose Room.
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?		X		0
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	Equipment is lacking 3 swings.
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			1	Home Living Only.
43	Is there a separate space for a gym?	X			2	Multi-purpose.
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			1	Separate spaces.
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			2	Limited
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?	X			1	Calming Room
49	Is a health center / nurse's office available in the school?	X			1	Make Shift Room
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?	X			3	
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?	X			2	1 of 2
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 179. Crowley Ridge State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None Observed
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?	0		X	
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	X		Inspection Tags outdated.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)	3	X		
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 180. Crowley Ridge State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2				Playground only
2	There is one clearly marked and designated entrance for visitors	0		X		None Observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None Observed
4	Restricted areas are clearly marked	0		X		None Observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	1	X			via Window
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room				X	
	h. Electrical Rooms	3	X			
	i. Phone line access closet	0		X		
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	0		X		

DOGWOOD HILLS STATE SCHOOL



Executive Summary

Dogwood Hills State School was constructed in 1995 and is located in Eldon, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, doors, flooring, cabinetry, fire alarm, and HVAC control systems. Further, exterior items were noted as deficient including HVAC and playground equipment. A total of \$489,443 in deferred maintenance needs were identified.

Key Information

Address	114 N SPRUCE, ELDON, MO 65026
----------------	-------------------------------

Area	2
Year Constructed	1995
Age (Years)	29
Building Size (Sq. Ft.)	4,831
Site Size (Acres)	0.64
Est. Replacement Value	\$2,272,318

FRL % (FY23)	36%
1-Way Bus Ride (Avg)	40
1-Way Bus Ride (Max)	96
Maintenance Score	63%
Safety Security Score	64%
Educational Adequacy Score	70%

Deferred Maintenance	\$980,404
Condition Rank (out of 34)	4
FCI (5-Yr) Age/Condition	43.1%
Sq. Ft. Per Student	322

Enrollment (2024)	15
Capacity @ 90%	18.9
Open Seats	3.9
Utilization	79.4%

Exhibit 181. Dogwood Hills State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
3	0	0	0	0	1	3	21	18.9	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
3	1	0	0	0	0	15	79.4%	3.9

Support / Admin		
Office	Nurse	Kitchen
1	1	0

Enrollment			
FY21	FY22	FY23	FY24
15	16	16	15

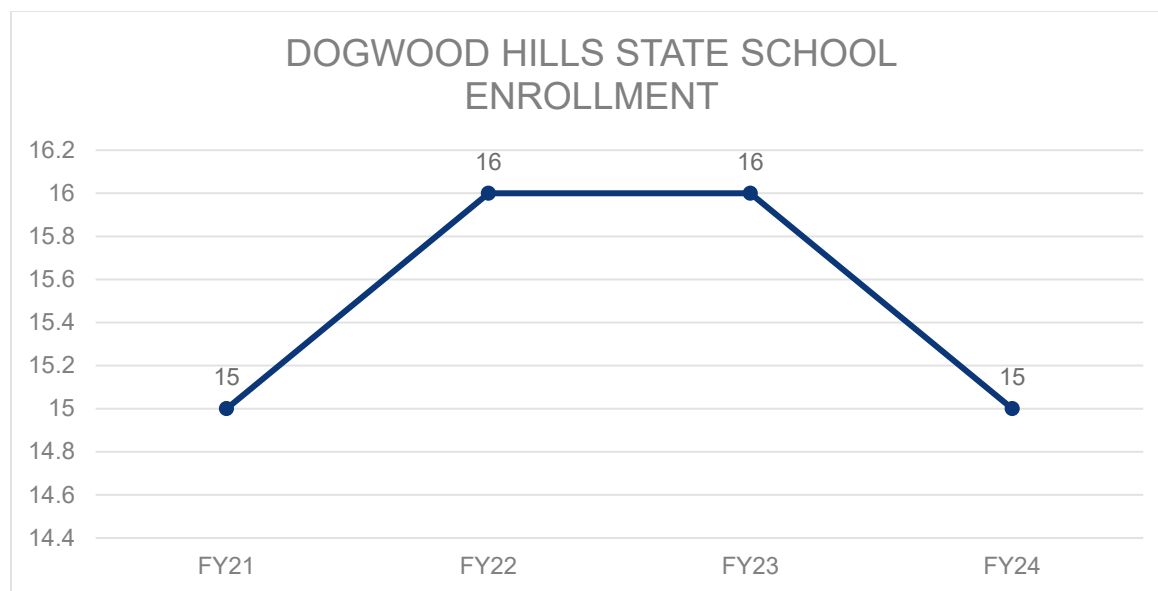


Exhibit 182. Dogwood Hills State School – Deferred Maintenance / Capital Needs

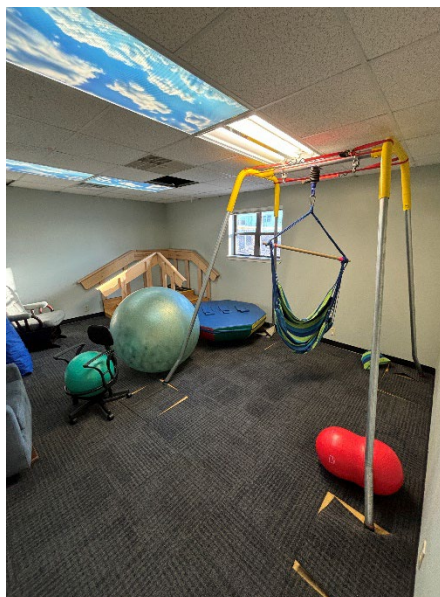
Capital Need by School - Priority	Priority			
	1	2	3	Grand Total
Dogwood Hills State School	\$ 104,568	\$293,678	\$91,196	\$ 489,443
Site				
Playground Equipment				
There are only (2) Swingsets, (1) Wheelchair ADA Swing, and rubber tires. Upgrade playground.		\$ 275,000		\$ 275,000
Main (1995)				
Ext. Doors				
The Exterior Doors get hung up and have issues with closing properly.		\$ 15,659		\$ 15,659
Int. Door				
The Interior Doors are worn, beat up and damaged. Should be replaced.			\$ 33,289	\$ 33,289
Floor Finishes - Carpet				
The VCT is cracked, dirty and scratched.			\$ 26,749	\$ 26,749
Cabinetry and Countertops				
Cabinets are missing doors and there is misc. damage.			\$ 31,158	\$ 31,158
Exh. Vent. Sys.				
The Exhaust Fans sound Worn and should be repaired or replaced.		\$ 3,019		\$ 3,019
Fire Alarm				
There is no Fire Alarm System, only smoke detectors.	\$ 18,056			\$ 18,056
Heat Gen. Sys.				
(2) Residential Furnaces are Beyond Expected Life. Flues need fixed per code.	\$ 30,194			\$ 30,194
Cool Gen. Sys.				
(2) Condensing Units are Beyond Expected Life. There are hot and cold areas in the building as reported by staff.	\$ 30,194			\$ 30,194
HVAC Control				
Upgrade the HVAC Control System at same time as replacing furnaces.	\$ 26,125			\$ 26,125
Grand Total	\$ 104,568	\$293,678	\$91,196	\$ 489,443

Exhibit 183. Dogwood Hills State School – Sample Photos

Cabinetry



Interior Finishes



Interior Door



Interior Flooring



Exterior HVAC Unit



Asphalt Parking



Playground



Exterior Material



Exhibit 184. Dogwood Hills State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		3
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			2 The Cabnetry is rough. Recommend replacement.
5	Are ceiling heights less than 10' in classrooms?	X			1 8 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3 The colors are Blue and Grey.
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			2
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		1 Lighting is fluorescent type. Upgrade to LED.
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			1
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Only the Playground Area is fenced. The classrooms have exterior doors.
21	Are alarms installed side and rear exterior doors?		X		0 There are no alarms installed on side or rear ext. doors where students could run.
22	Does the front entrance have a secured vestibule?	X			3
23	Does the front office have direct line of sight to the entry and parking lot?	X			3
24	Is the building equipped with security cameras and alarm systems?	X			2 The building is equiped with only cameras for security. There is no alarm system.
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			0 The school does not have areas for parents to store belongings and meet with child/staff.
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0 There are no intuitive visual clues (such as colors) available for wayfinding.
35	Does signage include brail?	X			3
36	Is the signage height appropriate (48" to 60", i.e. chest height)?	X			3

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			1	There are only (2) Active Swings.
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			2	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			3	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?	X			3	Multi-purpose room is used for the cafeteria and the gym.
43	Is there a separate space for a gym?		X		1	Multi-purpose room is used for the cafeteria and the gym.
44	Is there a separate space for a kitchen?		X		0	Multi-purpose room is used for the cafeteria and the gym.
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			2	Cafeteria.
47	Are their dedicated rooms for OT/PT?		X		1	Multi-purpose room (cafeteria) is also used for OT/PT.
48	Are sensory or respite rooms available?	X			3	
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	There is one per classroom.
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	There is a changing table located in the Change Room with a curtain.
54	Is a shower available in the restrooms with a shower wand?	X			1	The Tub is not ADA accessible.
55	Is entry accessible into the shower?		X		0	There is no accessible entry into the shower.
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	There is no transfer life available in the restrooms.

Exhibit 185. Dogwood Hills State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	Clear Front Entrance
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	2		X	Equipment Storage is disorderly.
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	2		X	
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	1		X	Cabinets are missing doors.
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sSCOREnked you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	1		X	Storage Rooms are disorderly.
28. Are fire escape route plans accurate and in plain sight?	2	X		Classrooms Only.
29. Is adequate aisle space provided for a quick exit of students?	2		X	Equipment is in the way.
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	1		X	Storage is disorderly in Room that has furnances.
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	0		X	Hard to reach with materials in the way.
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	1	X		ShowerAvailable. Not ADA Compliant.
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sSCOREnkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sSCOREnkler heads?				N/A
57. Are sSCOREnkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 186. Dogwood Hills State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground Only.
2	There is one clearly marked and designated entrance for visitors	2	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		No signage.
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	3	X			
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		No Key Card Access.
22	Ground floor windows:				X	
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Sensory Room was open.
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	3	X			
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms	0		X		
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	3	X			

OZARK HILLS STATE SCHOOL



Executive Summary

Ozark Hills State School was constructed in 1995 and is located in Salem, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, flooring, electrical, cabinetry, hot water heater, fire alarm, plumbing fixtures, and technology systems. Further, exterior items were noted as deficient including playground fall surface, playground equipment, fencing, exterior site lighting, exterior concrete walkways, exterior windows, and HVAC systems. A total of \$614,032 in deferred maintenance needs were identified.

Key Information

Address	100 SOUTH WARFEL STREET, SALEM, MO
----------------	------------------------------------

Area	2	FRL % (FY23)	0%
Year Constructed	1995	1-Way Bus Ride (Avg)	64
Age (Years)	29	1-Way Bus Ride (Max)	109
Building Size (Sq. Ft.)	4,379	Maintenance Score	90%
Site Size (Acres)	1.26	Safety Security Score	58%
Est. Replacement Value	\$1,728,283	Educational Adequacy Score	60%

Deferred Maintenance	\$1,051,013	Enrollment (2024)	6
Condition Rank (out of 34)	1	Capacity @ 90%	12.6
FCI (5-Yr) Age/Condition	60.8%	Open Seats	6.6
Sq. Ft. Per Student	730	Utilization	47.6%

Exhibit 187. Ozark Hills State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
2	0	1	0	0	1	2	14	12.6	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
1	1	1	2	0	0	6	47.6%	6.6

Support / Admin		
Office	Nurse	Kitchen
3	1	0

Enrollment			
FY21	FY22	FY23	FY24
11	9	6	6

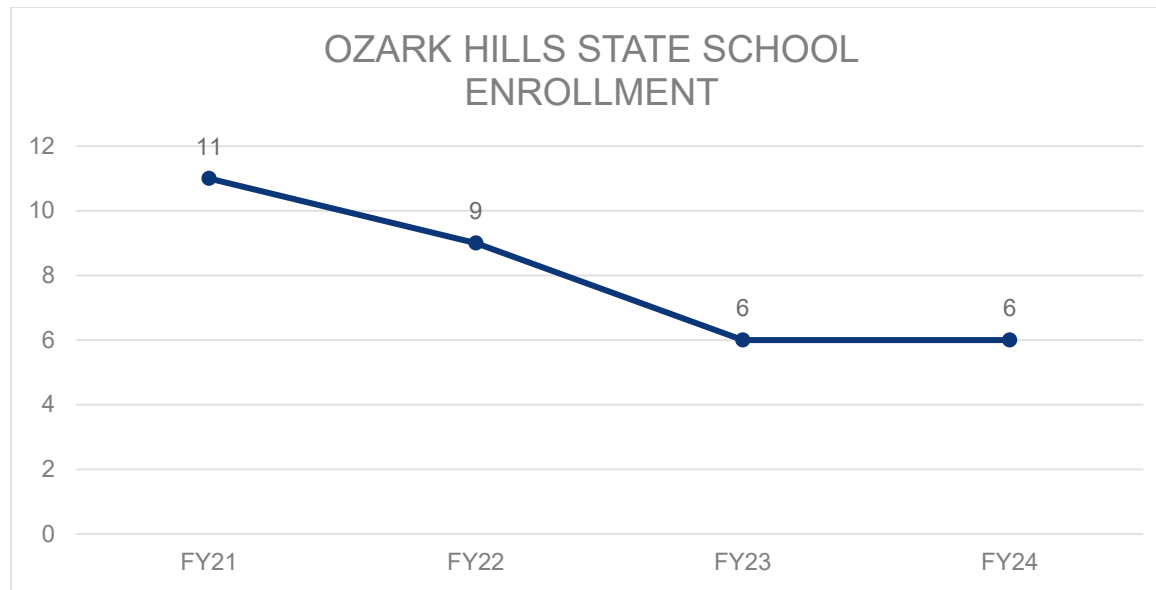


Exhibit 188. Ozark Hills State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority 1	2	3	5	Grand Total
Ozark Hills State School	\$ 110,000	\$226,901	\$225,269	\$51,862	\$ 614,032
Site					
Playground Fall Surface					
The Fall Surface is all grass. Upgrade to poured-in-place rubber.	\$ 25,312				\$ 25,312
Fences and Gates					
The 4-foot fence is too short and around the playground only.			\$ 4,582		\$ 4,582
Add 6' fence around all exterior doors.				\$ 8,613	\$ 8,613
Playground Equipment					
PE1: The Playground Equipment is 'residential' type and is failing. There are no ADA-compliant Swings.	\$ 45,918				\$ 45,918
Site Lighting					
Additional Site Lighting is needed in the Parking Lots.				\$ 27,563	\$ 27,563
Concrete					
Add concrete sidewalks from exterior doors to parking lot for egress.				\$ 15,686	\$ 15,686
Main (1995)					
Ext. Windows					
The Exterior Windows are Beyond Expected Life. Used (pre-owned) windows were used in construction of the new building.			\$ 43,298		\$ 43,298
Intercom					
There is no Security Alarm System and one should be installed.	\$ 13,807				\$ 13,807
The Telephones are worn out.		\$ 13,807			\$ 13,807
Int. Door					
The Interior Doors and Frames are damaged and scratched.		\$ 46,022			\$ 46,022
Floor Finishes - Carpet					
The VCT Flooring in the Main Area is worn out.			\$ 71,464		\$ 71,464
Sub-Panels					
The Lighting is discolored and burning out.		\$ 13,807			\$ 13,807
Cabinetry and Countertops					
Cabinets and countertops are missing doors and hardware.			\$ 43,077		\$ 43,077
Water Dist. - Pipes					
The Hot Water Heater is Beyond Expected Life and Corroding.			\$ 62,848		\$ 62,848
Exh. Vent. Sys.					
The Exhaust Fans are Beyond Expected Life and sound worn out.		\$ 4,174			\$ 4,174
Fire Alarm					
The Fire Detection & Alarm System is still functional per Staff, but is Beyond Expected Life and there is No Monitoring of the System.	\$ 24,963				\$ 24,963
Plumbing Fix.					
The Plumbing Fixtures are corroded and degraded.		\$ 62,848			\$ 62,848
Technology					
The WiFi has low bandwidth.		\$ 2,755			\$ 2,755
Heat Gen. Sys.					
There are 3 Furnaces Beyond Expected Life and failing.		\$ 41,744			\$ 41,744
Cool Gen. Sys.					
There is one Cooling Unit Beyond Expected Life and should be replaced.		\$ 41,744			\$ 41,744
Grand Total	\$ 110,000	\$226,901	\$225,269	\$51,862	\$ 614,032

Exhibit 189. Ozark Hills State School – Sample Photos

Cabinetry



Interior Door



Classroom Finishes



Interior Finishes



Playground



Parking



Site Fencing



Exterior Door



Exhibit 190. Ozark Hills State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			1
5	Are ceiling heights less than 10' in classrooms?	X			2 9 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		0
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?	X			3 Sensory Room.
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2
19	Are areas for outdoor learning available?	X			3
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			2 Playground only.
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			1 Cameras only.
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			3
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			3
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			3 Conference room.
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?	X			3
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0 No signage.
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0 No signage.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			3	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?	X			3	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?	X			1	Sensory Room.
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?	X			3	Nurse's Office.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?		X		0	
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?	X			3	Sensory Room.
49	Is a health center / nurse's office available in the school?	X			3	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	In Classrooms.
54	Is a shower available in the restrooms with a shower wand?	X			3	
55	Is entry accessible into the shower?		X		0	Tub.
56	Is a transfer lift (hoyer or arjo) available in the restrooms?	X			1	Mobile unit.

Exhibit 191. Ozark Hills State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	2	X		Some missing doors.
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	2	X		Need sidewalks extended.
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?	0		X	
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	1	X		Inspection Tags out of date.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 192. Ozark Hills State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground only
2	There is one clearly marked and designated entrance for visitors	3	X			
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed
4	Restricted areas are clearly marked	0		X		None observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	3	X			
8	There is a schedule for maintenance of:					
	a. Outside lights				X	
	b. Locks/Hardware	3	X			
	c. Storage Sheds				X	
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	1		X		No Parking Lot Lights.
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	0		X		None.
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	3	X			
	b. Cafeteria	0		X		
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	3	X			
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	3	X			
	b. Duty stations	3	X			
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	0		X		

OZARK HORIZON STATE SCHOOL



Executive Summary

Ozark Horizon State School was constructed in 1994 and is located in West Plains, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, intercom, doors, flooring, cabinetry, fire alarm, and technology systems. Further, exterior items were noted as deficient including exhaust fans, playground fall surface, fencing, and playground equipment systems. A total of \$243,717 in deferred maintenance needs were identified.

Key Information

Address 1715 WAYHAVEN DRIVE, WEST PLAINS, MO 65775

Area	2
Year Constructed	1994
Age (Years)	30
Building Size (Sq. Ft.)	6,679
Site Size (Acres)	0.97
Est. Replacement Value	\$2,476,704

FRL % (FY23)	61%
1-Way Bus Ride (Avg)	61
1-Way Bus Ride (Max)	129
Maintenance Score	91%
Safety Security Score	56%
Educational Adequacy Score	43%

Deferred Maintenance	\$642,617
Condition Rank (out of 34)	19
FCI (5-Yr) Age/Condition	25.9%
Sq. Ft. Per Student	334

Enrollment (2024)	20
Capacity @ 90%	25.2
Open Seats	5.2
Utilization	79.4%

Exhibit 193. Ozark Horizon State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
4	0	0	0	0	1	4	28	25.2	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
4	0	0	0	0	0	20	79.4%	5.2

Support / Admin		
Office	Nurse	Kitchen
1	0	0

Enrollment			
FY21	FY22	FY23	FY24
21	18	19	20

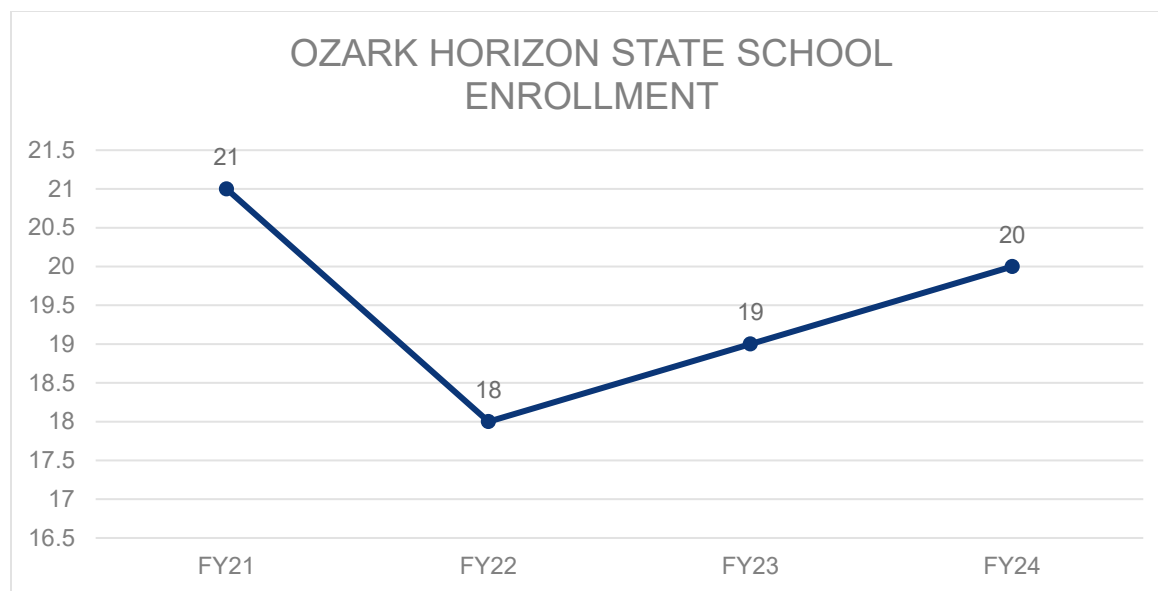


Exhibit 194. Ozark Horizon State School – Deferred Maintenance / Capital Needs
















Capital Need by School - Priority 	Priority 		
	1	2	Grand Total
 Ozark Horizon State School	\$ 160,784	\$82,933	\$ 243,717
 Site			
 Playground Fall Surface			
PS1: The Playground Surface is muddy and has poor drainage. Upgrade to PIP rubber.	\$ 33,191		\$ 33,191
 Fences and Gates			
The existing 4-foot fence is too low and can be jumped over.		\$ 6,029	\$ 6,029
 Playground Equipment			
PE1: The Playground Equipment (3 Swings) is very small for 21 children.	\$ 60,211		\$ 60,211
 Main (1994)			
 Intercom			
There is no Security Alarm System but one is needed.	\$ 9,052		\$ 9,052
There is no Intercom System but one is needed.	\$ 9,052		\$ 9,052
 Int. Door			
The Interior Doors and frames are beat up, damaged and scratched.	\$ 30,174		\$ 30,174
 Floor Finishes - Carpet			
The VCT Flooring is stained, worn and degraded.		\$ 46,854	\$ 46,854
 Cabinetry and Countertops			
The Cabinetry is missing doors - ripped off the units by former students.		\$ 28,243	\$ 28,243
 Exh. Vent. Sys.			
The Exhaust Fans are failing, and "taped on" so it stays working.	\$ 2,737		\$ 2,737
 Fire Alarm			
The Fire Detection & Alarm System is Beyond Expected Life and does not appear to be monitored.	\$ 16,366		\$ 16,366
 Technology			
The WiFi "drops out a lot" per Staff.		\$ 1,806	\$ 1,806
Grand Total	\$ 160,784	\$82,933	\$ 243,717

Exhibit 195. Ozark Horizon State School – Sample Photos

Restroom Fixtures



Interior Door



Classroom Finishes



Interior Flooring



Cabinetry



Parking



Water Heater



Exterior Material



Exhibit 196. Ozark Horizon State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		3
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?	X			1
5	Are ceiling heights less than 10' in classrooms?	X			2 9 foot
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			3
7	Are materials non-glaring?	X			3
8	Are materials non-toxic (air fresheners, smells, etc.)?	X			3
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			3
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			3
11	Are blinds available to limit natural light and glare?	X			3
12	Are the lights LED?		X		0
13	Is full-spectrum lighting available (kelvin)?		X		0
14	Is color-tunable lighting available?		X		0
15	Are lighting dimmers available?		X		0
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		X		0
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			3
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			3
19	Are areas for outdoor learning available?		X		0
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?	X			3
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?		X		0
24	Is the building equipped with security cameras and alarm systems?	X			1 No Security Alarm
25	Are the windows non-wire framed?	X			3
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?	X			1 Not very easy to find.
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			3
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			2 Multi-purpose
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.		X		0
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			3
31	Are transfer lifts such as Hoyer or Arjo Lifts available?		X		0 None observed.
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?			X	
33	If there are stairs, are chair lifts available?			X	
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		1 Only Restrooms have a sign.
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		1 Only Restrooms have a sign.

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			1	
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			3	
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		X		0	Nurse is in the Gym/Multi-Purpose room.
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	
45	Is there a separate space for administration offices?	X			3	
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?		X		0	
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?		X		0	
49	Is a health center / nurse's office available in the school?		X		0	Nurse is in the Gym/Multi-Purpose room.
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			3	
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	
52	Are restrooms equipped with storage and supplies?	X			3	
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		1	In Classrooms
54	Is a shower available in the restrooms with a shower wand?	X			2	
55	Is entry accessible into the shower?		X		0	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 197. Ozark Horizon State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	3	X		
3. Are floor mats maintained to prevent tripping?	3	X		
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	0		X	None observed
HALLWAYS		YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	3	X		
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS		YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS		YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	3	X		
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	3	X		
CLASSROOMS		YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	0		X	
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	2	X		On Wall away from door...
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS		YES	NO	COMMENTS
30. Are lights protected from glass breakage?	0		X	
31. Is the floor in good condition?	3	X		
32. Are all exits properly marked and maintained?	3	X		
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS		YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS		YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	3	X		
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS		YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	3	X		
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	3	X		
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS		YES	NO	COMMENTS
47. Are MSDS available?	3	X		
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?				N/A
RESTROOMS		YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY		YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS		YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	3	X		
59. Is there any damage to skirting or siding?	3		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		
63. Are roofs checked for snow/water loads?	3	X		
64. Are wooden trusses checked?	3	X		
OTHER		YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 198. Ozark Horizon State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2	X			Playground only
2	There is one clearly marked and designated entrance for visitors	3	X			None observed
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		None observed
4	Restricted areas are clearly marked	0		X		None observed
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	2	X			No overhang like at other schools.
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			
	b. Locks/Hardware	3	X			
	c. Storage Sheds	3	X			
	d. Windows	3	X			
	e. Other exterior buildings				X	
9	Parent drop-off and pick-up area is clearly defined.	3	X			
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	0		X		
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible				X	
18	Parking lot is lighted properly and all lights are functioning	3	X			
19	Accessible lenses are protected by some unbreakable material	3	X			
20	Staff and visitor parking has been designated	0		X		
21	Outside hardware has been removed from all doors except at points of entry.	0		X		
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	3	X			
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office	0		X		
	g. Boiler Room	3	X			
	h. Electrical Rooms	3	X			
	i. Phone line access closet	3	X			
26	Unused areas of the school can be closed off during after school activities.	0		X		
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		
	b. Duty stations	0		X		
	c. Re-locatable classrooms				X	
	d. Staff and faculty outside building	0		X		
	e. Buses	0		X		
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		
29	The main entrance is visible from the main office.	0		X		

SKYVIEW STATE SCHOOL



Executive Summary

Skyview State School was constructed in 1993 and is located in Mountain Grove, Missouri. In general, this facility has many building components and systems that have reached or beyond useful life such as, doors, cabinetry, fire alarm, wall finishes, and plumbing fixtures. Further, exterior items were noted as deficient including roof, exterior windows, fencing, and playground equipment. A total of \$507,505 in deferred maintenance needs were identified.

Key Information

Address	502 WEST 5TH STREET, MOUNTAIN GROVE, MO 65711
----------------	---

Area	2	FRL % (FY23)	20%
Year Constructed	1993	1-Way Bus Ride (Avg)	15
Age (Years)	31	1-Way Bus Ride (Max)	30
Building Size (Sq. Ft.)	3,455	Maintenance Score	50%
Site Size (Acres)	0.74	Safety Security Score	57%
Est. Replacement Value	\$1,550,197	Educational Adequacy Score	23%

Deferred Maintenance	\$777,521	Enrollment (2024)	5
Condition Rank (out of 34)	2	Capacity @ 90%	12.6
FCI (5-Yr) Age/Condition	50.2%	Open Seats	7.6
Sq. Ft. Per Student	691	Utilization	39.7%

Exhibit 199. Skyview State School – Floor Plan – Capacity & Utilization

Capacity									
Permanent Classrooms	OT/PT	Sensory	Home Living	Gym	Café'	# Teaching Stations	Max Capacity	90% Capacity	Portable Classrooms
2	0	1	0	0	1	2	14	12.6	0

Utilization								
Permanent Classrooms	Specialty (OT/PT/HL)	Sensory	Vacant or Storage	Non-Instructional	Portable CR	Enrollment 2023-2024	Utilization	Open Seats
1	1	0	1	0	0	5	39.7%	7.6

Support / Admin		
Office	Nurse	Kitchen
1	0	0

Enrollment			
FY21	FY22	FY23	FY24
8	4	5	5

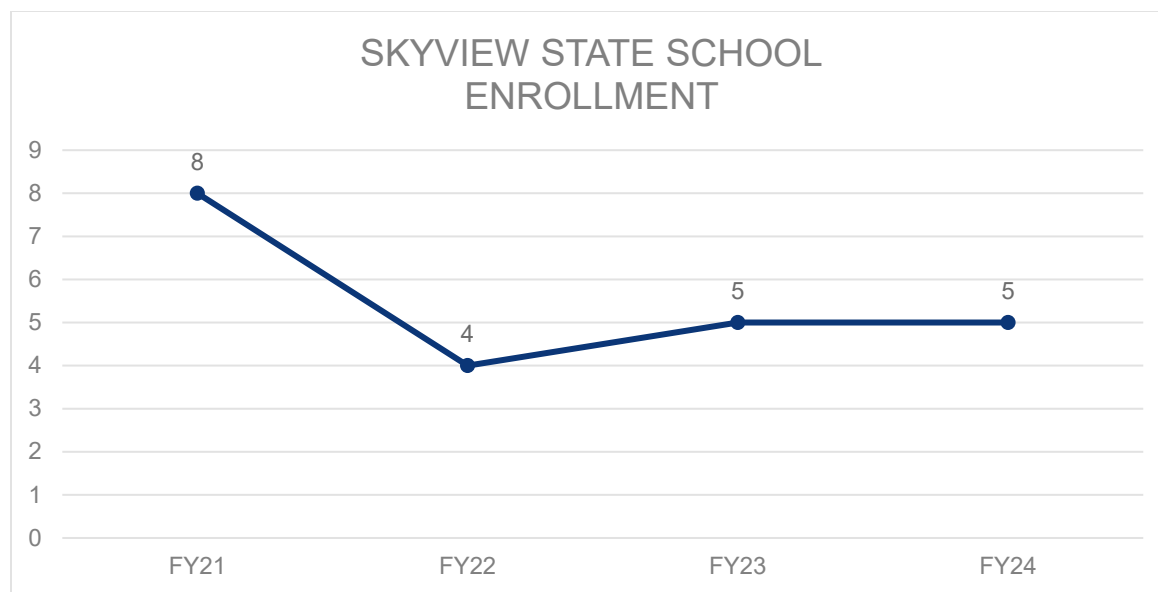


Exhibit 200. Skyview State School – Deferred Maintenance / Capital Needs

Capital Need by School - Priority	Priority	2	3	4	5	Grand Total
1						
Skyview State School	\$ 131,530	\$23,807	\$304,153	\$32,511	\$15,504	\$ 507,505
Site						
Fences and Gates						
Add fence by road for safety of students that elope from the building.					\$ 15,504	\$ 15,504
Playground Equipment						
All equipment should be upgraded as it appears original and is worn.			\$ 237,531			\$ 237,531
Main (1993)						
Ext. Windows						
Exterior windows are failing, hardware is falling apart.			\$ 22,398			\$ 22,398
Int. Door						
Interior doors are worn, damaged, and in need of replacement.		\$ 23,807				\$ 23,807
Cabinetry and Countertops						
Countertops and cabinets are original, worn, and damaged.			\$ 22,283			\$ 22,283
Roof						
Roofing shingles are peeling up and the underlayment is sagging in several areas.	\$ 118,617					\$ 118,617
Fire Alarm						
The fire alarm system is original, beyond it's expected life, and should be upgraded.	\$ 12,913					\$ 12,913
Wall Finishes						
Interior walls need patched and re-painted.			\$ 21,941			\$ 21,941
Plumbing Fixt.						
ADA wheelchair accessible showers are needed. Currently they are traditional bath tubs.				\$ 32,511		\$ 32,511
Grand Total	\$ 131,530	\$23,807	\$304,153	\$32,511	\$15,504	\$ 507,505

Exhibit 201. Skyview State School – Sample Photos

Restroom Flooring and Fixture



Interior Door



Restroom Fixtures



Interior Flooring



Exterior Material and Roof



Parking



Playground



Exterior HVAC Unit



Exhibit 202. Skyview State School – Educational Adequacy Assessment

EDUCATIONAL ADEQUACY - SPECIAL EDUCATION					
0 - Not Present, 1 - Poor, 2 - Fair, 3 - Good					
	ACCOUSTICS	YES	NO	N/A	RATING (1-3) COMMENTS
1	Is excessive interior or exterior noise present?		X		3
2	Are absorptive panels located on interior walls?		X		0
3	Is HVAC noise excessive?		X		0
	AESTHETICS (Sensory Affects)	YES	NO	N/A	RATING (1-3) COMMENTS
4	Does the environment feel home-like?		X		0
5	Are ceiling heights less than 10' in classrooms?	X			0
6	Are colors and materials in the blue, green, yellow, and natural spectrum for calming?	X			2
7	Are materials non-glaring?			X	0 Could not determine
8	Are materials non-toxic (air fresheners, smells, etc.)?			X	0 Could not determine
9	Are construction materials easily cleanable (flooring, furniture, counters)?	X			2 Seemed mostly cleanable, contracted maintenance staff
	LIGHTING	YES	NO	N/A	RATING (1-3) COMMENTS
10	Is natural light available?	X			2
11	Are blinds available to limit natural light and glare?	X			2
12	Are the lights LED?			X	0 Coverings over the lights to reduce the glare, but could not determine
13	Is full-spectrum lighting available (kelvin)?			X	0 Could not determine
14	Is color-tunable lighting available?			X	0 Could not determine
15	Are lighting dimmers available?			X	0 Could not determine
	SENSORY STIMULATION	YES	NO	N/A	RATING (1-3) COMMENTS
16	Are breakout spaces available for students to break and control over-stimulation?		X		0 One empty classroom had some sensory items in it and was sometimes used as a sensory room if needed, but was not fully set up to support that
	BIOPHILIC DESIGN (nature incorporation)	YES	NO	N/A	RATING (1-3) COMMENTS
17	Is natural lighting available?	X			2
18	Are views of nature available (greenery, air, water, color, plants, trees, sky, etc.)?	X			2 Windows face outdoors to the playground space but also to an old retaining wall
19	Are areas for outdoor learning available?		X		0
	BUILDING SECURITY	YES	NO	N/A	RATING (1-3) COMMENTS
20	Is the exterior of the building fenced to capture "runners"?		X		0 Some fencing around the play area, but many openings for students to leave the premises, was told by the BA that this was going to be updated to close open spaces with fencing
21	Are alarms installed side and rear exterior doors?		X		0
22	Does the front entrance have a secured vestibule?		X		0
23	Does the front office have direct line of sight to the entry and parking lot?	X			1 Not secure but can see out to the parking lot from a smaller window
24	Is the building equipped with security cameras and alarm systems?	X			2 Cameras are installed in the interior and exterior but no alarm system
25	Are the windows non-wire framed?	X			0
26	Is there an evacuation plan and is it practiced (tornado, fire, etc.)? Are there evacuation maps in each classroom?		X		0 Did not see this anywhere so unsure if it exists
27	Are mechanical rooms, electrical rooms, custodial closets, and chemical storage rooms always locked?	X			0
	COMMUNAL AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
28	Are communal areas available for social interaction within the school?	X			1 One main area but not used for a communal space, used for PT and gym sometimes, could be used as a communal space
	PARENT AREAS	YES	NO	N/A	RATING (1-3) COMMENTS
29	Is the school equipped with areas for parents to store belongings and meet with child/staff.	X			1 No space for IEP meetings, except for the empty classroom and it may not always be that way if enrollment were to go up and there was a small office space to store belongings or meet with a parent, but IEP meetings were done virtually for this reason
	EQUIPMENT AND FURNITURE	YES	NO	N/A	RATING (1-3) COMMENTS
30	Are any of the following available: foam wedges, therapy balls, walkers, and swings?	X			2 Some sensory items but seemed limited compared to other buildings
31	Are transfer lifts such as Hoyer or Arjo Lifts available?		X		0 Did not observe this in the building
	ELEVATORS	YES	NO	N/A	RATING (1-3) COMMENTS
32	If the building has multiple floors, are elevators available?		X		0
33	If there are stairs, are chair lifts available?		X		0
	WAYFINDING	YES	NO	N/A	RATING (1-3) COMMENTS
34	Are intuitive visual clues (such as colors) available for wayfinding?		X		0
35	Does signage include brail?		X		0
36	Is the signage height appropriate (48" to 60", i.e. chest height)?		X		0

	OUTDOOR SPACE	YES	NO	N/A	RATING (1-3)	COMMENTS
37	Is there outdoor space for playing (playground, play fields, etc.)?	X			1	Equipment was limited and on grass not turf or tiles like the other buildings - did not appear to meet the same standards as other schools visited
38	Is there outdoor space for learning (courtyard, amphitheater, etc.)?		X		0	
39	Is there appropriate wayfinding, transition spaces, and sensory stimulation?		X		0	
40	Is there adequate bus/van drop-off zones?	X			1	Small space, hard to tell if it worked for bus drop-off and pick-up
	PRIVACY	YES	NO	N/A	RATING (1-3)	COMMENTS
41	Are there privacy spaces for procedures such as injections, insertions, or suctioning?		X		0	Nurse stays in the classroom when she comes 1x per week and there is no space for any medical services
	SPACES	YES	NO	N/A	RATING (1-3)	COMMENTS
42	Is there a separate space for a cafeteria?		X		0	Students eat in their classrooms
43	Is there a separate space for a gym?		X		0	
44	Is there a separate space for a kitchen?		X		0	Meals are delivered by local district through a contract that has been developed through them for lunch
45	Is there a separate space for administration offices?	X			2	There is an office but there is not much space or storage
46	Are their life skills spaces for high school aged students (cooking, laundry, cleaning, etc.)?	X			1	Not really used for this, no labeling to support that this area could/should be used for this purpose, BA reported there are not students currently enrolled that can utilize the space for this.
47	Are their dedicated rooms for OT/PT?		X		0	
48	Are sensory or respite rooms available?		X		0	
49	Is a health center / nurse's office available in the school?		X		0	
	RESTROOMS	YES	NO	N/A	RATING (1-3)	COMMENTS
50	Are restrooms close in proximity to the classrooms?	X			2	There is a bathroom in the classroom (at least one of the classrooms) and the other was turned into an adult bathroom (empty classroom) - but both classrooms had a functioning bathroom - there was a changing table in the empty classroom with a privacy curtain but it was not being used. The bathroom in the classroom being used had storage in the bathtub
51	Are restrooms sized to accommodate equipment and personnel assistance?	X			3	Bathrooms were a good size to support students that may be in standers or wheelchair bound
52	Are restrooms equipped with storage and supplies?	X			2	Some equipment/supplies in bathrooms, other supplies around the building
53	Is a changing table located in the restroom that is age appropriate or adjustable?		X		0	
54	Is a shower available in the restrooms with a shower wand?	X			2	
55	Is entry accessible into the shower?	X			2	
56	Is a transfer lift (hoyer or arjo) available in the restrooms?		X		0	

Exhibit 203. Skyview State School – Maintenance Assessment

MAINTENANCE ASSESSMENT				
ENTRANCES	SCORE	YES	NO	COMMENTS
1. Is the entrance well lit?	3	X		
2. Are floor mats provided on the inside of all entrances?	0		X	No mats @ entrance.
3. Are floor mats maintained to prevent tripping?	0		X	No mats @ entrance.
4. Are steps in good condition with no broken or loose steps?				N/A
5. Is a handrail installed and is it firmly attached?				N/A
6. Is there a sign directing all visitors to sign in at the office when entering the facility / building / school?	3	X		It's obvious.
HALLWAYS	SCORE	YES	NO	COMMENTS
7. Are all hallways and entrances to rooms well lit?	3	X		
8. Are all areas clean and free of loose materials and debris that could create a tripping hazard?	3	X		
9. Are all areas free of tripping hazards (cords, boxes, furniture, etc.) that could create a tripping hazard?	3	X		
10. Are the flooring materials in good condition? No loose or broken tiles / boards; torn, wrinkled or bunched up carpets.	3	X		
11. Are lockers, cabinets, display cases, and other items securely mounted to the wall or floors?	3	X		
12. Are fire doors not blocked open (if applicable to include classroom doors)?	1		X	Mag holds keep front door shut.
13. Are fire extinguishers and fire alarm pull boxes, properly identified, accessible, and securely mounted?	3	X		
STAIRS AND STAIRWAYS	SCORE	YES	NO	COMMENTS
14. Are stairs and stairways well lit?				N/A
15. Are stairs free of clutter and trash and debris that could create a slip / trip / fall condition?				N/A
16. Are the stairs in good condition with no broken steps or damaged or excessively worn runners?				N/A
17. Are handrails installed securely and in good condition?				N/A
18. Are emergency lights and exit signs in good working order?				N/A
19. Are landings free of storage materials?				N/A
20. Is storage allowed under the stairs?				N/A
EXITS	SCORE	YES	NO	COMMENTS
21. Are exits properly marked?	3	X		
22. Do all exit doors open outwards with the path of egress?	3	X		
23. Are exit doors free of chains or padlocks when students/staff are located in the building?	1		X	Mag holds @ front door exit.
24. Do all exit doors open freely and provide an unobstructed path to an outside public area?	1		X	Mag holds @ front door exit.
CLASSROOMS	SCORE	YES	NO	COMMENTS
25. Are all exit doors unobstructed for quick and easy evacuation in emergency situations?	3	X		
26. Are walls covered more than 20% with paper? (If room is sprinkled you can have up to 50%)	3	X		
27. Are closets and storage rooms clean and orderly?	3	X		
28. Are fire escape route plans accurate and in plain sight?	3	X		
29. Is adequate aisle space provided for a quick exit of students?	3	X		
GYMNASIUMS	SCORE	YES	NO	COMMENTS
30. Are lights protected from glass breakage?				N/A
31. Is the floor in good condition?				N/A
32. Are all exits properly marked and maintained?				N/A
33. Are there mats behind the basketball goals and in other areas where students can run into or fall from heights?				N/A
34. Are locker rooms and shower facilities kept clean and free of standing water?				N/A
AUDITORIUMS	SCORE	YES	NO	COMMENTS
35. Are aisles and walkways free of trip hazards?				N/A
36. Are the stairs leading to the stage provided with a handrail?				N/A
37. Are backstage areas lighted sufficiently to prevent slips and falls?				N/A
SUPPLY / EQUIPMENT / STORAGE / CUSTODIAN / CLOSETS	SCORE	YES	NO	COMMENTS
38. Are the doors shut and locked when not in use?	0		X	Doors are open.
39. Are all chemical containers clearly labeled with the name of the chemical and any warnings?	3	X		
40. Are items stored neat and orderly?	3	X		
41. Are the floors free of standing water or liquids?	3	X		

BOILER / ELECTRICAL / MECHANICAL ROOMS	SCORE	YES	NO	COMMENTS
42. Are the doors shut and locked when not in use?	3	X		
43. Is the room clean and orderly and not used for storage of non-essential materials and items (Holiday decorations, spare or old books, etc.)?	1		X	Carpet tiles. Cleaning tools.
44. Are the floors free of standing water or liquids?	3	X		
45. Are electrical panels and breaker boxes clear of obstructions?	1		X	Boxes, etc.
46. Are electrical boxes, switches and receptacles covered?	3	X		
CHEMICALS	SCORE	YES	NO	COMMENTS
47. Are MSDS available?	3	X		Admin office
48. Are hazardous materials containers labeled?	3	X		
49. Are eyewash/emergency shower available and functional?	0		X	No eyewash observed.
RESTROOMS	SCORE	YES	NO	COMMENTS
50. Are floors clean and dry to prevent slips and falls?	3	X		
51. Is the restroom well lit?	3	X		
52. Are the restrooms maintained clean and sanitary?	3	X		
FIRE SAFETY	SCORE	YES	NO	COMMENTS
53. Are portable fire extinguishers of proper type mounted, accessible and inspected?	3	X		Monthly stated by admin.
54. Are sprinkler system functional/inspected/documented?				N/A
55. Are smoke/heat detectors functional and inspected?	3	X		
56. Is there a minimum 18" clearance below sprinkler heads?				N/A
57. Are sprinkler valves locked open?				N/A
ROOFS	SCORE	YES	NO	COMMENTS
58. Is roofing material intact and without missing material, deterioration or damage?	1		X	Roof is peeling away and sagging.
59. Is there any damage to skirting or siding?	1		X	
60. Are flat roofs free from standing water and debris?				N/A
61. Are building ceilings and walls free of active roof leaks?	3	X		
62. Are roofs checked often?	3	X		Assumed
63. Are roofs checked for snow/water loads?	3	X		Assumed
64. Are wooden trusses checked?	3	X		Assumed
OTHER	SCORE	YES	NO	COMMENTS
65. Are signs posted noting the prohibition of smoking inside and outside the public school's facilities? (RSA 126-K)(RSA 155:66)				N/A
66. Are No Idling signs posted (required by RSA 200:11a)?				N/A

Exhibit 204. Skyview State School – Safety and Security Assessment

SAFETY & SECURITY ASSESSMENT						
		SCORE	YES	NO	N/A	COMMENTS
1	School grounds are fenced.	2		X		Playground only.
2	There is one clearly marked and designated entrance for visitors	0		X		
3	Signs are posted for visitors to report to main office through a designated entrance.	0		X		
4	Restricted areas are clearly marked	0		X		No signs
5	Shrubs and foliage are trimmed to allow for good line of sight. (3'-0"/8'- 0" rule)	3	X			
6	Shrubs near building have been trimmed "up" to allow view of bottom of building	3	X			
7	Bus loading and drop-off zones are clearly defined.	0		X		All-in-one.
8	There is a schedule for maintenance of:					
	a. Outside lights	3	X			Assume
	b. Locks/Hardware	3	X			Assume
	c. Storage Sheds	3	X			Assume
	d. Windows	3	X			Assume
	e. Other exterior buildings	3	X			Assume
9	Parent drop-off and pick-up area is clearly defined.	0		X		Same
10	There is adequate lighting around the building.	3	X			
11	Lighting is provided at entrances and other points of possible intrusion.	3	X			
12	The school ground is free from trash or debris.	3	X			
13	The school is free of graffiti.	3	X			
14	Play areas are fenced.	3	X			
15	Playground equipment has tamper-proof fasteners	3	X			
16	Visual surveillance of bicycle racks from main office is possible.				X	
17	Visual surveillance of parking lots from main office is possible	3	X			
18	Parking lot is lighted properly and all lights are functioning					
19	Accessible lenses are protected by some unbreakable material				X	
20	Staff and visitor parking has been designated	0		X		All-in-one.
21	Outside hardware has been removed from all doors except at points of entry.	3	X			
22	Ground floor windows:					
	a. have no broken panes;	3	X			
	b. locking hardware is in working order.	1		X		
23	Basement windows are protected with grill or well cover.				X	
24	Doors are locked when classrooms are vacant.	0		X		Open doors.
25	High-risk areas are protected by high security locks and an alarm system					
	a. Main office	0		X		Open
	b. Cafeteria				X	
	c. Computer Labs				X	
	d. Industrial Arts rooms				X	
	e. Science labs				X	
	f. Nurses Office				X	
	g. Boiler Room	3	X			Locked
	h. Electrical Rooms	3	X			Locked
	i. Phone line access closet				X	
26	Unused areas of the school can be closed off during after school activities.				X	
27	There is two-way communication between the main office and:					
	a. Classroom	0		X		Small building
	b. Duty stations	0		X		Small building
	c. Re-locatable classrooms	0		X		Small building
	d. Staff and faculty outside building	0		X		Small building
	e. Buses	0		X		Small building
28	There is a central alarm system in the school. If yes, briefly describe:	0		X		No security alarm.
29	The main entrance is visible from the main office.	2	X			



Solutions that Matter